

THE SCHOOL JOURNAL

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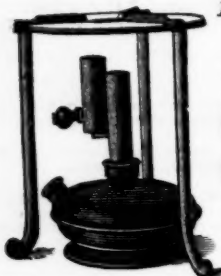
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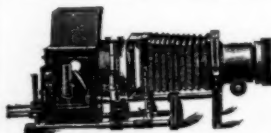
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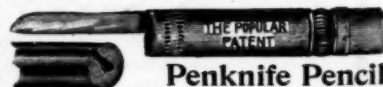
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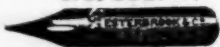
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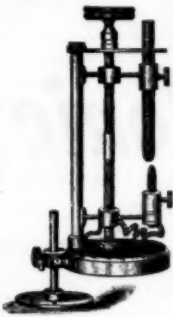


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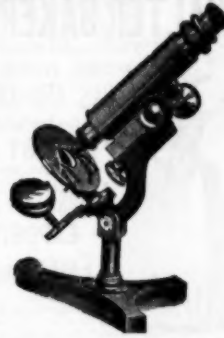
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For the Week Ending November 3

No. 16

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The business department of THE JOURNAL is on page 395.

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Trade or Profession?

What is teaching? There are plenty of people who would like to vote that teaching is a profession, but the public in general deny this; they look on it as an occupation and they will continue to do so until there is a change in the attitude of teachers themselves towards their work. The public cannot be coaxed to consider teaching as a profession; it can be made to feel that it is by the doings of the teachers; when the teachers consider it a profession then the public will, and not before. Here is a young woman who is at work in a store; she gets an appointment as a teacher through a politician; is she doing professional work? In New York state the teachers are obliged to attend the institutes by law, they don't want to be improved enough to come otherwise; are they professional people? Only one teacher in ten owns a book on education; are the nine non-owners professional people?

An "occupation" is some employment. A man habitually earns money; his main object is to get a living. We say a farmer "occupies" the land; the word indicates that something is held to as a necessity. The word "trade" comes from *tread*; it has reference to putting things on the track; a man has a trade when he produces things wanted in life's tracks or treads. To "learn a trade" is to learn a kind of work that provides things in the general tread of life.

An "office" is an employment to which one is elected, or to which he is appointed—this carries with it both honor and remuneration; of course the office of sweeper in the custom-house is at the bottom and is an occupation merely. A "calling" is an employment which a man feels he has special aptitude for. The use of it in theology to indicate the selection by the Creator is disappearing, it will be noted. Persons now turn to preaching as they do to teaching—of course with more reverence and feeling of responsibility.

A "profession" designates an employment in which there is learning (the scholarship, fitness) and humanitarianism or altruism (the fitness of sensibility). There are three if not four professions:—Preaching, law, medicine, writing, and art. Once preaching was considered as a "calling"—a man supposed he had a "call" from the Creator. The "call" idea has given it a high cast. He begins with a desire to benefit the world and considers that he has fitness in power of speaking, a love for religious subjects of thought and to this adds knowledge. The lawyer begins with knowledge, sees he has fitness in speaking or utterance, and a taste for subjects in

which there is to be an application of legal thought. The physician starts with knowledge too, but puts next to this a desire to benefit his fellows; once he was not allowed to take a fee. The writer begins with fitness to express himself and to this adds knowledge; his aim is to benefit, to entertain, to amuse. Newton wrote to benefit; Scott, to entertain; Mark Twain, to amuse. The artist begins with knowledge and aims to reach the sense of beauty.

What is teaching? Is it an occupation, a trade, an office, a calling, or a profession? It depends on what the teacher places first. If his main idea is to benefit the children, if he feels he has fitness in interesting them and to this adds knowledge it is a profession and ranks along with preaching. If he only wants to get a living out of it, then it is a trade or occupation.

In some places they try to make an office of it; a basis of knowledge is fixed (a very low basis too and not above what clerks and bookkeepers have) and then the politician is invoked. But the general idea is spreading that it should be made into a profession. How shall this be done? The teacher must make the root idea the desire to benefit others; he must possess a good deal of knowledge of the history, principles, methods, and civics of education as well as the knowledge to be communicated; he must have some fitness growing out of this knowledge and his own constitution.

The great step is apparently to possess what may be termed professional knowledge. This can be done by any one; he may not have his work recognized as professional, but in twenty-five years the public will see that it is so.

It must be noted that the professions have a *professional spirit*. What is this? It is a fixed plan to proceed according to science; or, to make it plainer, to proceed according to the Creator's plan in the child and not by routine. The aim must be truth, to go according to true purposes. Such a person will aim to know the truth. The aim will be to give a longer and more splendid life to the pupils; whoever does this teaches professionally.

Perhaps all the things that a successful teacher should know and be able to do can be summed up briefly in this way: first, she should be skilful in reading the minds and hearts of her children through their various modes of expression; and, second, she should understand how to use the means at her disposal so as to discipline each mind committed to her care in a manner befitting its particular needs. It hardly need be said that no teacher can employ the agencies of discipline and culture in the school-room intelligently until she comprehends how they will affect the one under training, or whether they are adapted at all to accomplish the special purposes in view.—M. V. O'Shea.

Chicago Schools.

The *Chicago Evening Post*, refers to the meeting of principals, Oct. 13, which was addressed by Mr. Boyer on "Nature Study and Observation." It appears that this gentleman made suggestions as to how to make common matters plain to young children; among other things water was to be boiled in a bottle and a cold pane of glass held over the steam to show condensation; attention was to be called to the cocoons on the trees, the weather vanes, the falling or growing leaves, etc., etc. All this the *Post* derides as out of place. (1) "The child is not capable of absorbing such knowledge." (2) "The public schools should disseminate knowledge of the studies that have been recognized as the foundation of education." (3) "The result is that boys and girls who are forced to take up the business of earning a living before they have gone through even the grammar grades are deficient in the essential branches, and go out with heads muddled by vague dabs at exact science, art, and literature formulated inadequately or maybe falsely." These three points are well worth considering, for they form the ground-work of the opposition made by this paper to the changes made in the Chicago school curriculum. The points considered are in general what the child can do, what the public schools should do for him, and the unreadiness for wage-earning of a pupil that emerges from the schools at any point. Let us look at the last first. Objection has been made to the colleges because the graduate could not use his Latin and Greek when he entered into business. But, in spite of this objection, that seems so well taken on its face the colleges are teaching more Latin and Greek in proportion to the inhabitants of the country than ever before. A young man was lately in this office, a farmer's son who expects to go into business and yet is digging away at Latin and Greek roots in Harvard and paying his way mainly with his own money. He is deficient now in the knowledge needed in a paying business and he will be when he is graduated.

The truth is that neither the kindergarten, the primary, the advanced primary, the high school, nor the college are to be regarded as institutions to fit pupils for paying business only in part. A bank president in Santa Barbara sent his son to the Chicago manual training school to prepare him to be his successor; when seen by the writer this young man was pounding at the anvil. If he had been suddenly summoned to the desk to calculate the difference between the true and bank discount on a note he might have bungled at the job; but that would not prove that manual training was not a good thing in general for a boy.

It must be remembered that for fifty years what is called "the essential branches" have been pursued in the schools, and the boys and girls have been declared "deficient in special knowledge;" the deficiency has been seen to be not that of the college graduate or the manual training graduate, for no attempt at breadth was attempted. The attempt made to give general culture under the term of "object teaching," was derided just as the *Post* now derides "nature study and observation," only it was done then by so-called educators. The National and the New York Teachers' associations poured their best hot shot against it. But "object teaching" held its own and is a part of every school curriculum; it is a part of the Chicago course and has been for years.

Yes, there will be many "vague dabs" at exact science; that is the way we "get there;" it is quite a while before the "vague dabs" of the child become the exact experiments of the man of science. Faraday and Edison had to make a good many "vague dabs;" that is not an objection. We have "formulated inadequately or falsely;" it is a high-sounding combination, but don't amount to much.

Should the public schools confine themselves to "disseminating knowledge of the studies that have been recognized as the foundation of education"? In general, no doubt; but ideas as to what studies give an educa-

tional foundation have changed. A small number of men who do not think at all along the lines of Child Development insist that the three R's constitute the things the child should think about when in school. There is another body, whose works are enlarging every day, taking a broader view of the case.

They say that the child must know a great deal about many things; that, in knowing about these many things he will employ the 3 R's in learning about these many things, and thus emerge from the primary school with as much arithmetic and language as is suitable for his childish mind.

The first objection that "the child is not capable of absorbing such knowledge"—that is of leaves, water, pebbles, etc., etc., but that he is capable of learning about figures, letters, words, and script forms, shows that the method of the child has not been studied. The good Father acted wisely when he put the volume of Nature before the child; we have foolishly withheld this book from him. He can only understand the 3 R's properly when his mind has been developed through a study of Nature.

Whoever prepares the articles in the *Post* shows himself skilful in the use of words. The objections he makes all turn on one point: *the inability of the teachers*. Over and over he declares that teachers cannot do this and cannot do that; he seems to think the schools were made for the teachers! Here are some of the things the teachers are "to call attention to." How seeds are disseminated, how trees are preparing for winter, how the insects are transforming, the birds migrating, the weather changes, etc.

We don't believe but that the teachers of great Chicago are able to take hold of these new subjects and teach them properly. The sympathy should go to the children who have up to this time been left to shift for themselves concerning a variety of knowledge the Creator meant they should have. At the same time it is admitted that it requires abler teachers than once obtained access to the school-rooms.

Character-Building in the Kindergarten.*

By CONSTANCE MACKENZIE.

The avowed purpose of the kindergarten is to help the child to be morally greater than his greatest performance, to help forming character to choose for its centralizing point the highest moral self. It does this through two channels: First, by way of the individual; second, by way of the social instinct. These involve his understanding of his proper relationship to himself, and to all with whom he comes in contact. They comprise two necessary halves of character, dependence, and independence. And they are developed in the kindergarten by the disclosure of ties that bind the child and his necessities to the life of the plant and the animal; to the welfare of his fellows, to the responsibility to that Higher One within him; to the importance of the observance of laws natural and moral; and dimly and by way of all these links, to the great World-Spirit, incomprehensible, unspeakable, yet a reality to be reached at first only through the unanalyzed, undefined emotions of the children. Games in which the relations of man to man and to all nature, are acted out in loving earnest; gifts used in group-work, where classes of children are all working in friendly helpfulness toward one general end; observances of growing things, both plant and animal, and tendence upon them. Stories, symbolizing great truths dimly perceived by the awakening child-heart; beautiful pictures with a meaning in them; generous impulses turned into action, silences, music. In such simple and truthful ways are developed the sentiments of sympathy and loving kindness, and the principles of unity in diversity.

Philadelphia, Pa.

* Digest of a paper read before the kindergarten section of the Connecticut State Teachers' Association, October 19.

Ethical Development of Character.

The Duty of the School.

By JAMES A. McLELLAN.

Training of Character the End.—There is practical agreement as to the importance of moral training in the schools. No one, at any rate no teacher, is now satisfied with purely intellectual results. Not mastery effects, or cultured taste, or trained intelligence, but noble character is the high aim of the American teacher. To have powers of observation, keen and discriminating, through the exercise of full and adequate perception; to have a memory stored with the great and fundamental truths of nature and the laws of her operations; to have the intellect a cool, clear, logic engine able to disentangle and reconstruct into harmonious wholes the most complex masses of facts, whether of nature or of human nature—all this is good, may, indeed, be admitted as necessary to the realization of the highest ideal. But if the moral and spiritual have been ignored or overshadowed we have fallen short of our high ideal; we have failed of that triune development, constituting the sovereign power of character—character which contributes most richly to the happiness of the individual and the home, and to the stability of the state.

Character is Triune Development.—We want, indeed, an intellect organized through the acquisition and retention of organized knowledge, but we want also a spirit that catches glimpses of the Invisible.

A heart attuned to the "still sad music of humanity," and a will which clothes the character with steadfastness and courage. In the development of the soul we begin with unity and with unity we end—the intuition of the sensuous object at the one extreme, the intuition of the absolute good at the other. Starting from sensation in its three-fold aspect as having an element of knowledge, feeling, and will, we strive for the equable and harmonious unfolding of all the powers of man; the evolution of the trinity of powers—Intellect, Feeling, Will—into a divine unity; a reflex of that ineffable Trinity in unity, LIGHT and LOVE and LAW, THE UNITY OF GOD.

Character: Its Effects.—This is character; this makes the man; this is the man. The manly man, the heroic spirit, who, with unswerving loyalty to duty, constant as the stars, moves onward in his path though it lead through blood and tears to Calvary and the Crown of Thorns. This is the "happy warrior" in life's earnest battle,

Whom neither shape of danger can dismay,
Nor thought of tending happiness betray;
Who not content that former worth stand fast,
Looks forward persevering to the last,
From well to better, daily self-surpassed.

What has made your nation great, and what is destined to make it greater still, surpassing all the predictions of the sons of men? Not kings and princes and potentates and gold-holders;

Not high-raised battlements or labored mound
Thick wall or moated gate;
Not cities proud with spires and turrets crowned;
Not bays and broad-armed ports,
Where laughing at the storms rich navies ride.

These have their place and their parts to play. But the mighty foundations of the republic were built upon character, and by character alone can the genius of the race rear a superstructure worthy of the foundations.

Diversity of Opinion as to Means.—But while the essentially ethical spirit of the American people is now giving a foremost place to the ethical end in education, there is much diversity of opinion as to how this end is to be obtained.

In the attempt to solve this problem we have reached the stage marked by the "disagreements of the enquiring," soon to be followed, let us hope, by the unanimity of the wise. That there can be no moral training apart from religious instruction, that both moral and

religious training should be left chiefly or entirely to the home and the church, that incidental, moral instruction and the influence of the life-process of the school are all that is needed, that systematic instruction in morals should be an essential part of the function of the school, that there should be no didactic instruction in moral theory and rules of conduct—these are some of the opinions that are held on this vital question. Some of these must pass with a brief reference. It seems to me that as ethics has to do with human relationships there may be effective moral training without formal religious instruction; as there has been and may be formal religious instruction without effective moral training, though it may be at once admitted that the ethics and the ethical spirit founded on the conception of the brotherhood of man, may be vivified and re-enforced by the conception of the fatherhood of God.

As for the Question of Home Training,—it is plain that under the conditions of national education—and national education is an essential condition of national life—we cannot depend wholly upon the ethical results of home training, even if every parent were a teacher and every home a school; much less when few of the best of parents are teachers, and few of the best of homes are schools.

The School must give Sound Moral Training.—The school is both historically and philosophically an expansion and combination of the family, as it is also a preparation for the state. And no matter how excellent the home training may be, upon the school rests, and forever must rest, the responsibility for a large part, perhaps the largest part, of moral education. This it will accomplish partly by DIRECT and partly by INDIRECT means. It is generally admitted that every good school, by subjecting the impulses of the pupil to wholesome discipline, both external and internal, powerfully contributes to the formation of character. Such a school is a living organism penetrated and informed by the spirit of the living teacher who makes all the modes of external discipline, all the higher processes of internal discipline, all the mechanical and intellectual processes subservient to ethical culture. The natural impulses of the child, the raw materials of the will upon which the educator has to work, must be guided and controlled by external authority. The feeble will of the child is to be supplemented by the will of the teacher and the public law of the school till the power of self-control is gained; just as the feeble efforts of his immature intellect are to be aided by the trained intellect of the teacher till his own power of analysis is developed, and self-activity becomes the law of his growth. In other words, obedience to just authority is the beginning of moral conduct. The conception of the external SHALL, the idea of law and the necessity for obedience precedes the conception of the "eternal ought," the soul of moral action. Thus all the elements of school discipline, regularity, order, punctuality, industry, obedience, etc., lead to the formation of right habits, to the development of physical and prudential control, and, ultimately, with the growth of the moral sense, to moral control, that is CHARACTER.

University of Toronto.

"There still are persons whose entire pedagogic art is exhausted in procuring an unbroken silence in their schools and others who applaud that order, with no regard to the means taken to produce it—the immense sacrifices at whose cost it is obtained, or the fact that the system they approve has no relation with what lies beyond the inclosure of the school or the time at which the pupil's bondage shall close. It is indeed a strange conception of the duties of an instructor! Order, silence, obedience are unquestionably conditions without which no teaching can succeed; but these conditions are the means not the end of education, and it is known besides that children too severely treated very generally avenge themselves, when unchecked by the eye of their tyrant, on account of this forced obedience—this submission which has nothing moral in it because it is involuntary."

Natural History for Street Boys.

Now and again we fail sadly to improve the people we are making it our business in life to improve, by rating them too low. I gave myself conscientiously to amusing a group of street boys with table games for several months before I discovered them to be worthy of much better things. Then the discovery came by the merest accident.

The boys were twelve and thirteen years of age. There were seven of them, and they came to my room once a week. Their ignorance of the commonest facts of country life (I have heard a squirrel called a young monkey) led me one night to show them a dusty natural history collection I had made when a very small boy. Instantly it was to them as if they were in a fairy palace. The specimens (mainly insects and birds' eggs) were battered, worm-eaten, and discolored; but my boys' eyes were full of wonder, and reverence was in the touch of their hands. They were touched with a new enthusiasm that boded much good. I saw that I should have to rack my brains no more for amusements; that our meetings were at last to answer a real purpose.

The collection alone, petty as it was, held the attention of the boys for several nights. Then, as it was winter, I tried to tide the precious interest over to spring by planting seeds in sawdust and sand, and getting them to do the same. Early in March, I was able to show tree buds and catkins as trophies of walks in the country, and a little later, live frogs, turtles, and snakes. As soon as bird-nesting time arrived, it was easy to make a striking display every week. On occasional Saturdays I took the boys into the country, and there they became infected with the egg collecting fever.

"Other things being equal," says good Dr. John Brown, "a boy who goes bird-nesting, and makes a collection of eggs, and knows all their colors and spots, going through the excitements and glories of getting them, and observing everything with a keenness, an intensity, an exactness, and a permanency which only youth and a quick pulse and fresh blood and spirits combined can achieve,—a boy who teaches himself natural history in this way is not only a healthier and happier boy, but is abler in mind and body for entering upon the great game of life, than the pale, nervous, bright-eyed, feverish, 'interesting boy,' with a big head and a small bottom and thin legs, who is the 'captain,' the miracle of the school; *dux* for his brief year or two of glory, and, if he lives, booby for life."

By midsummer the boys had contracted an entomological fever, and late in August I was permitted to spend in the country with them the ten days provided by the Country Week Association. There we made a specialty of raising caterpillars. Thus we entered upon the winter well provided with cocoons and chrysalids. Curiosity regarding the transformation of these guaranteed some sort of continuous interest, but, not daring to trust to this alone, I got a wise collector to talk about his specimens, with the hope that some time a series of lectures might be possible. I also secured such simple books of ornithology; oology, and entomology as would give us significant facts about our own specimens. This textbook study served fairly well so far as the boys were concerned, but I am not a scientist myself, and could put no zest into the work. I knew it could not last, for their enthusiasm in the long run was going to depend on mine. I love Thoreau and I love Burroughs and all the rest of the outdoor fraternity. I longed to share my pleasure in them with the boys, but lacked the moral courage to make so risky an experiment. Finally I remembered the charming bird biographies of Olive Thorne Miller, and ventured on them. It was a happy venture. This so far emboldened me that I read them, in quick succession, parts of Bradford Torrey, Bolles, Abbott, Burroughs, and even Thoreau. Of these, I think Burroughs was the favorite. That the finer shades of thought or the strictly literary qualities of these writings were apparent to the boys I do not for a moment affirm. Of course I had to choose chapters wisely, and avoid altogether, or simplify, as I read along, unfamiliar words

and references; but the salient ideas were taken in, and the fresh out-of-door flavor was appreciated.

This past summer, the study and collecting have gone on very much as in the year before, except that the nature-love is now "inside the skin." This it is that makes me glad. The boys no longer wait for me to take the initiative. They take electric-car rides into the country by themselves, when they can raise dimes. When there are no dimes, they walk out through dismal city streets to such country as is to be found at the end of two or three miles,—tame enough, as most of us know.

These boys are forever past calling every flower a daisy, every bird a robin, every snake a rattlesnake, every insect a bee, and every tree an "ellum," as they did in the beginning. That is something. They have learned to observe; whereas at first they discerned nothing, their young eyes are now sharper than my own.

They have a rudimentary appreciation of the beauties of atmosphere and color. The theory of evolution still puzzles them. "Once, you know, a monkey, he fell asleep, an' after a long time he woke up an' found he was a man," fairly expresses their understanding of it; but they have acquired a sense of orderly development (the plant from the seed, the flower from the bud, the butterfly from the worm), and along with this a feeling of reverence for the Power at work in the world about them.—From the "Contributor's Club," *Atlantic Monthly* for October.

Education and Character.

Prof. Felix Adler in an address before the Boston teachers said, in part:

"Here we are with our new methods of teaching, and with thousands of teachers turning light upon the subject, and yet we must confess that our main problem is not approaching solution. A large proportion of men and women to-day do not make a success of life. The one thing that strikes me, as it does many others, is the enormous amount of incompetency in the world.

"It was stated only a few days ago at the bankers' convention that more than one-quarter of the failures are due to the inability of the people to calculate the cost of goods and to figure correctly their selling value. Long ago was it said that 90 per cent. of those that enter business make a failure of it.

"The professions are in the same condition. Among doctors there is an elite body that have more practice than they can attend to, while another large body can hardly get along. Among lawyers the same condition prevails, and so it is among the clergy.

"In going about among the poor of my city I have again and again been struck with the fact that the worst cases and the hardest to help are those of persons who are too inefficient to do anything. Inefficiency is one great, glaring blot staring us in the face everywhere.

"What are the schools for? You are the doctors to cure this state of things. You may say that inefficiency is due to the frailty and weakness of human nature, that nature has been chary in her gifts. That may be so to some extent. And that is what I wish to occupy your attention with at this time.

"Not sufficient attention has been paid to the fitting of a man to fill in life the place he ought to occupy. There are too many round sticks in square holes in this world.

"We cannot replace the fund that Nature placed at our disposal, but we should see that the distribution of men and women in the trades and professions is more carefully made. To do this is needed organic education.

"If society is an organism, and is arranged on principles of organization, the end and aim of education should be to fit a boy or girl to fill that position in the social economy of the world to which he is best adapted. For I believe there is not a person in the world that cannot do some one thing.

"I am heartily in sympathy with the current now setting in in the educational world toward new methods, but I should consider it extremely unfortunate if, in adopting them, we forget the aim. To what end does education aim? Some say to an all-round education for the child, and to educate all the faculties. I believe that to some extent, but I do not believe that every pupil should be made equally proficient in all things. That should not be the aim.

"My own answer to the question would be to fit the child to perform that particular function in the economy of society for which it is most particularly adapted. The idea of social service should rule the school. It should not be self service. The country demands this much of you. The future of the world demands that you train soldiers for the service of mankind. Now no man can serve mankind except in the particular way in which he is fitted.

"The aim of teachers is to train children to fill a vocation in life. Are you training them? Does the question always recur to you? Of the 30 or 40 children before you in school are you a student? Are you making it a constant study to pry into nature and to investigate their potentialities?

"The idea of individualization in its highest degree is to detect special aptitude in the pupil so as to advise parents of the special field in life the child is fitted to fill. Now what means, admitting this point to be conceded, does the school offer for carrying out such an idea? The great advantage of the new system of education, of manual training schools and art schools, is not, to my mind, that we can expect every child to become gifted, but merely a question to put to each child as a means to discovering his aptitude.

"I repeat there is no more important thing in the world than the selection of a vocation. Marriage mars or makes a man, and upon the right choice of a partner depends happiness; but upon the right choice of a vocation depends his sanity, I was going to say. Any person who goes through life doing daily something he can't do well can't respect himself."

The School-Room.

The Autumn Woods.

What beauty in the autumn woods,
Where, in the calm, deep solitudes
The amber sunshine finds its way,
The checkered light and shadows play!
Such beauty everywhere we turn,
The moss-grown rock and drooping fern,
The woodland flowers and trailing vines,
The singing brooks and sighing pines,
The murmur of the gentle breeze
That stirs the yellow chestnut leaves,
Till softly in the grasses brown
The round and prickly burrs drop down.
The maples are in bright array
Of mottled gold and crimson gay;
The oak in deepest scarlet dressed,
In cloth of gold are all the rest,
Except that now and then between
There stands a tall, dark evergreen
That sheds its spicy fragrance round
And drops its cones upon the ground.
With asters white and purple tinged,
And golden-rod, the woods are fringed,
With scarlet berries peeping through
Where wild grapes hang of purple hue,
And fiery fingered ivy clings,
Where milk-weed floats on downy wings.
The crickets chirp and insects hum,
For glorious autumn now has come.

—Eva J. Beede.

Mineralogy as Busy Work.

"We have no time to give to individual pupils," complained a teacher in a crowded city. Full as the grades were, the new course of study added mineralogy to the curriculum. "We have no time for it!" exclaimed this teacher and many others. But one, slyer than the rest, determined to steal the time from the composition hour, to get in some individual teaching at the same time, and still have as many compositions to show at the end of the term as though she had played no trick. This is the way she did it.

She selected from her trophies and relics of travel six specimens of common minerals, and bought four more to make enough to go one fourth of the way round her class of forty. They were all different, and she labeled them 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. She prepared a little blank-book, on the first page of which she wrote the following:

- | | |
|---|-----------------------------|
| 1. Structure. | 5. Streak. |
| 2. Cleavage. | 6. Color. |
| 3. Hardness. | 7. Other properties. |
| 4. Luster. | 8. Uses and adaptabilities. |
| 9. Comparison with other minerals in the above order. | |
| 10. Action of acids. | |

She wrote at the top of each of the ten following pages the number and name of one of her minerals, and below, its description, as:

- | | |
|---|------------------|
| 1. In leaves. | 5. Whitish. |
| 2. Between leaves. | 6. Greenish. |
| 3. Very soft. | 7. Feels greasy. |
| 4. Pearly or greasy. | |
| 8. Soapstone; French chalk; lubricating powder. | |
| 9. Softer than chalk; not so white; more cohesive | |

Not quite sure of the correctness of these descriptions, for she wasn't much of a mineralogist, she went to a scientific friend and had them verified. She was now ready for work.

The last hour of the next morning was to be given to composition—at least, so said the program. When the time came, with mysterious mien, she distributed to ten of her boys pens, paper, and stones, while the class looked on and wondered. Then she spoke:

"I have seen a number of boys look curiously at what I have written on this board this morning. It is a description of one of the stones I have given you. One of you has a stone exactly fitting this description. I want the boy who has it to write at the top of his paper the number of his stone and the word *Talc*, and below it, the reasons why he thinks his stone is talc. The boys who have other stones may write at the top of their sheets the numbers of their stones and the words *Not Talc*, and below, the reasons why they think theirs is not talc. Number your reasons as I have numbered the various parts of this description. Re-

member, it is not talc, unless *all* these things are true of it. If your statements are neatly written and well arranged, I will accept your paper as your composition for to-day."

The game of "Button, button, who's got the button?" commenced, and the teacher busied herself with the other pupils, giving each what he needed most. In fifteen minutes the ten boys had come to their decisions and written their reasons. Then the specimens, with writing material were passed to other pupils.

After all the papers were collected, the teacher employed a pupil to look them over and place opposite each boy's name in the roll-book the number of his stone, for she intended to have this exercise at least twice more, and didn't want to give the same boy the same specimen again.

Is it necessary to ask whether the boys liked the game? The question is, what were the results of the three hours thus spent?

In the first place, since environment must rule, two compositions were achieved. (The least acceptable of each boy's three could be thrown away because one of the exercises was given in an hour set apart on the program for natural science.) Not only was the law complied with, but the school authorities were delighted with the economy of time and with the fact that the boys had been made to do their own work.

The pupils had carefully examined, by scientific method, three specimens of rock, if they had not gained a great amount of scientific knowledge, they had at least progressed far in the art of scientific examination, an art so generally attractive that the strong tendency with most if not all of them would be to examine, with some approach to orderly study, other stones at leisure.

The teacher had withheld from her blackboard descriptions several points requiring special explanation or special tests. A fourth lesson, given to the entire class, disposed of these elements of description. The streak was explained and how to obtain it; the action of acids was illustrated, etc. This occupied the first half-hour. The second was spent in writing, and the boys were permitted to tell anything they liked about the day's developments, anything they knew about stones in general, and whether they liked the new study or not.

At a fifth lesson, a table of characteristics was made, classifying the ten minerals already studied. Their names were written in a vertical column and the numbered descriptive terms across the top of the blackboard. The specimens were handed about the class, the boys' memories were appealed to and renewed tests applied, until opposite the name of each mineral was written in line some indication of its various characteristics. The boys simply copied this table using red and black inks and all the neatness of execution to which they had been trained. Finally they were encouraged to make at home a similar table, describing three or more minerals not examined in the class-room.

One more exercise was all that the teacher could give that term to mineralogy. She made it oral. Each boy was called upon to describe some one of the ten minerals. When he reached a point where his memory failed him, he did not hesitate to say, for instance, "I forget how hard it is, but I am sure it is not brittle." Then he was allowed to take the specimen and refresh his memory on the weak point. After that, the box containing the specimens was placed in the hands of a responsible monitor, with directions to allow any boy access to it who had some definite end in view in a further examination. Frequent application was made to this monitor by boys who were continuing their study of rocks outside and wished to make occasional comparisons.

—E. E. K., in *The Teacher*.

Study of Fruits.

By SARAH L. ARNOLD.

The fall days naturally suggest the study of the fruits, and the lessons which they bring to us. Everything in the plant world speaks of fruition. The trees have done their summer's work, have borne their fruit, and now are shedding their leaves. The withered stalks of the golden-rod and asters border the wayside, and the milkweed pods have burst, and the seeds have flown away on silken wing. The corn has been tied in shocks, and the dry leaves rustle in the fall wind. The golden pumpkins have been gathered in, the apples are stored in the cellar, and in the garrets, the boys have hidden away the nuts which will appear in the long winter evenings bye-and-bye. This is the month which we can best study fruits.

We should have a double purpose in our lessons. First, to lead the children to outdoor observation, earnest, interested, persistent; and second, to use some of the varied material which they bring to us as a foundation for observation, thought and expression, making it the basis both of nature study and language lessons.

In order to lead to outdoor observation, we should give the children definite questions. They should be sent home at night with some question which is to be answered in the morning. "Make a list of all the fruits which have grown in your father's garden; of the fruit that you can see on your way to school.

Look for the fruit of the rose, the bittersweet vine, of the woodbine, of the oak, the ash tree, of the box-elder. What was the fruit of the thistle, golden-rod, clematis? What fruits would you find in the grocer's store? Does the cat-tail bear fruit? The blue flag, the touch-me-not? Do you find any fruit on the locust tree, the maple, the linden, the ash? Bring to school specimens of all the fruits you can find." Compare the apple with the acorn, the pumpkin with the maple seed, the linden with the melon, the bean with the tomato. Separate these fruits into fleshy and dry. Make a list of each. Separate again into fruits which open to allow the seed to escape, and those which do not open,—the dehiscent and the indehiscent.

Study the bean pod or the locust pod; what part of the flower was it? How do you know? How many parts has it? How does it open? To what are the seeds attached? Do you find joints in this pod? If the bean remains on the vine, how do the seeds escape? What plants do you know have pods for seeds?"

Study the tomato. If possible secure an entire plant containing the fruit in different stages of ripeness, and possibly a belated blossom. Where does the plant grow? How is it cultivated? When planted? How cared for? Describe its general appearance, the leaves, blossom, fruit.

In describing any fruit, note first its relation to the entire plant. Is the plant cultivated or wild? How do you know it when you see it? What part develops to make the fruit? Note second, the fruit as a whole; size, shape, color, use, etc.? Third, examine the parts, skin, pulp, seeds. Is the skin smooth or rough, thin or thick? What can you learn of its structure? Is the pulp juicy or dry? Is there much or little? Is it used for food or simply useful to the plant? Of what use can it be to the plant? To us? Has it any other uses? Why should the tomato be red when it is ripe? Cut a cross section and note the cells; number, arrangement. Compare with the cells of an apple, of a nut. Look at the seeds, few or many where are they attached? Draw the fruit as a whole, and also picture the sections.

This study of the tomato may be supplemented by information which the teacher will give to the pupil. Its first name was the love apple. It was cultivated as an ornament long before it was eaten in this country. It is a cousin to the potato. Ask the girls to find out how the mother uses the tomato at home. As a language lesson, let them describe the preparation of catsup, pickles, preserves, etc.

This simple outline will suggest the kinds of lessons which may readily be given with the various fruits as subjects. After one fruit is studied, it should be compared with another. Comparison with one similar to the first affords a review of the child's knowledge. The dissimilar fruits will call out points of difference, and the comparison will lead to closer observation. Urge the children to make collections of fruits which can be stored in bottles or boxes; the different kinds of nuts with the twigs of the tree from which they were obtained; seeds that are transported in the wool or hair of animals; seeds fitted to be blown about by the winds; seeds adapted for being carried by water. What part have the birds to do with seed planting? Who has seen a bird help to plant a tree? Do the squirrels help in this matter? Who knows? Are there more seeds than are needed to reproduce the plants? What becomes of them? Why are there so many?

The study of the fruits and that of the harvest, of which we have spoken before, will naturally lead to the story of the first Thanksgiving, and suggest a transition from nature study to literature. We rejoice in our abundant harvest in this wide land. Lead the children to imagine how great it is, and then to contrast with that the scanty harvest that repaid the toil of the Pilgrims after their first summer. Speak of the Western farmer with the wide prairies, the many machines which have been devised for doing the work of reaping, binding, thrashing, etc., then lead the child back in imagination to the hard soil, the clumsy tools, the severe labor of the Pilgrims. Tell them the story of the hard winter, the brave hearts which endured so great hardships, yet dared to send back the Mayflower and remain behind. Lead to the facts of the thanksgiving; why the hearts of the pilgrims were filled with gratitude at the first evidence of prosperity. Apply the story to the children's own lives. Why do we celebrate Thanksgiving day? What does it mean? Read the governor's proclamation. What does he say? Why should we rejoice and give thanks for the harvest; if we are not farmers, does it matter to us?

If the thought of the children is to become truly reverent, the teacher must forbear to preach; her own earnestness and truth will impress themselves upon the children—she will not need to point a moral to a story which comes from her heart. These questions should lead the children to think—to compare their lot with that of less favored people, and to recognize how full of blessing our common life ever is. This recognition will cause a thanksgiving which may be none the less heartfelt because unspoken. Lucy Larcom has written a beautiful poem on this subject: "For the lifting up of mountains, I thank Thee, O my God," are familiar lines contained in the poem. It will be easy to find a Thanksgiving hymn for the children.

A pleasant exercise for the day before Thanksgiving may be arranged by combining the fruit lessons, songs, and memory gems which have been associated in the children's studies, with the Thanksgiving stories, the reading of the proclamation, and the hymns which the children have learned. The room may be decorated with pumpkins, corn, heaps of apples, and sheaves of wheat if the school is in the country; if in the city, many of these may be easily obtained.

Such study of fruits should emphasize the truth that the plant exists only that it may bear fruit; all its life tends to this end. For this it sends down its roots into the soil and its stem into the air, spreading out its beautiful leaves and adorning itself with its delicate blossoms. "The tree is known by its fruits." Every plant produces fruit after its kind. "Men do not gather grapes of thorns or figs of thistles." "By their fruits ye shall know them." If the spring held lessons on growing plants, the study of the seed and the thought of the sowing, the harvest, and the Thanksgiving will illustrate the other half of the truths thus presented. "Whatsoever a man soweth, that shall he also reap." Sow good services that sweet remembrances may spring from them. The sowing and the harvest are indissolubly linked in the truth which they have to teach. Earnestly, quietly, without preaching, lead your children to see this truth, as well as that embodied in the Thanksgiving.

Physics for Second-Year Pupils.

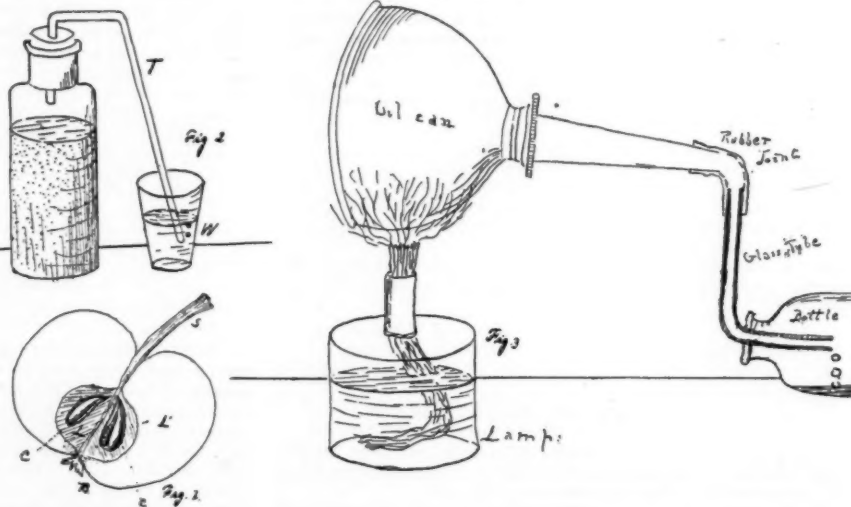
(A Series of Four Lessons.)

PROGRESSIVELY ARRANGED TO ILLUSTRATE FERMENTATION, DISTILLATION, ETC.

By FRANK O. PAYNE.

I.

Here are some apples that you have brought me. What a fine red coat this one has! See how shining this one is. Tell me what kind of an apple is this. Bring out the various kinds of apples (*pippin, russet, etc.*)



What apples keep all winter? What kinds ripen early? Name some sour apples.

Notice the stem end, the blow end, *B*, cut open and show the layers, *L, L* of the fruit, (Fig. 1.) Call attention to the little cells in which the seeds are *c*. Is this apple ripe? How can you tell?

What will happen if I lay this half apple away for a while? Yes the cut side turns brown. Why? "Because the air is beginning to rot it." Will apples rot if no air can reach them? "No." When sealed up in cans, they will keep a long time from spoiling.

Now we will put the apple in this glass bottle and crush it with this stick. Charlie may crush it to pulp. We will place it here on the window sill until to-morrow.

II. FERMENTATION.

Children come up close and see what has happened to the apples we crushed and put in this bottle. "It has turned brown." "It is rotting." "It smells sour." "There are bubbles on it." "There are bubbles all through it."

Are these air bubbles? "No, it smells very sour." "It smells like cider."

What is the apple pulp doing? "It is rotting." "It is working."

It is working or *fermenting*. I will write this new word on the board. Does fruit always ferment? "When the air gets into a can of fruit, it always ferments."

Did you ever see mamma bring up a can of fruit from the cellar, when it was working? "My mamma scalds hers when she finds it working."

Now we will catch some of this gas coming from the fermenting fruit and see what we can do with it. We will first bend the glass tube and then bore a hole through this cork with this small file and fit the tube in so. We will put the cork in tight so that the gas will come out through the tube, *T*. Let us take this glass of lime water, *W*, and let the glass tube dip into it. Watch it carefully. "I see a bubble of gas come from the tube." "When you shake the bottle more gas comes through the tube and bubbles through the lime water." "The lime water is turning white." "It is looking like milk."

Yes, this proves that the gas is not air, but *carbonic acid gas*. This gas comes off from all things that are rotting. I will now take the cork from the bottle and you may see what I do. Harry may scratch a match here and dip it into the mouth of the bottle. See what happens. "The match went out." Here are several matches. Each one may scratch one and dip it in this gas. "They go out." "The gas puts them out."

This gas puts out fire and turns lime water milky white. If little boys and girls were to breathe it, it would kill them. Carbonic acid is very poisonous. Now write on your slates what you have learned this morning about carbonic acid. Some other day we will learn more of this dreadful gas.

III. DISTILLATION.

Yesterday, we saw how when an apple rots or ferments, it gives off what gas? Will this carbonic acid gas burn? Will a stick burn in it? Could a little boy live in it? What does this gas do when it bubbles through lime water?

Now we will see what is left behind in the apple when the gas is coming away. Let us take this little machine-oil can and strain off some of the apple juice into it. Then fasten this rubber joint and glass tube on the can. Then put the other end into this small glass bottle. We will put this cold wet cloth on the bottle to keep it very cool.

See me hold the can in the flame of this lamp. Pretty soon we will see something in the bottle. I did not fill the can. I put in only a little cider. "I see some stream on the inside of the bottle." "There is a drop of water on the end of the tube." "The water or cider is boiling in the oil-can."

By filling the can two or three times, you can distil several drops of alcohol. Do not let the can boil, keep it hot and with patience you will get the alcohol. Now let us take off this bottle and smell the liquid inside. "It smells strong." "It is not water." "Will water burn?" "No, no." "We put out fire with water."

I will touch a match to this. What does it do? "It burns." "It burns with a pale flame."

This is alcohol. When the cider works what poisonous gas comes away? "Carbonic acid."

And what substance is left behind? "Alcohol."

Can you tell me anything about alcohol? "It kills folks." "It is in whiskey and beer." "It makes people drunk."

Yes, it is a dreadful poison and to-morrow we will see how it affects the people who drink it.

IV. ALCOHOL.

Children, here is an egg. Mary, can you tell me how to tell a good egg? "Hold it to the eyes and see if it is clear." "Hold it to the lips and see if one end is cold and the other warm."

When I break this egg how can you tell if it be good? "If the white is clear and the yolk whole."

This (breaking the egg) is a nice fresh egg. The other day we made some alcohol. To-day we will see what alcohol does to eggs. Here is some alcohol in this bottle. Let us take some of the egg and put it in a dish and pour on a little alcohol. "The white is turning hard and white." "The alcohol is cooking the egg."

We will set the dish on the window sill and see what it has done by recess. We will also put this piece of fresh meat into some more alcohol, and see what happens. I will put this angle worm into some alcohol and see what it does.

(After recess.) What did the alcohol do to the egg? "It cooked the egg. It made it hard like leather." "What effect did it have on the meat? "The meat is tough and hard."

And the worm? "It killed the worm."

It is a poison. It kills everything that is put into it. It gets into the blood of people who drink it and when that blood gets to the brain, it makes the brain hard like the egg. That makes the person drunk. He cannot think. He cannot walk straight. He says foolish and wicked things and often kills people. It goes to his heart and gives him heart disease. It goes to his liver and makes him very sick. Wherever it goes it makes that part weak or useless. Is not a man very foolish to put such stuff into his mouth? "Yes, ma'am."

This is what the Bible says about drunkards: "A drunkard shall not inherit the kingdom of Heaven."

SPELLING.

apples,	steam,	bubbles,	bore,
shining,	distil,	cider,	cork,
russet,	leather,	machine,	file,
greening,	brown,	rubber,	tight,
Queen Anne,	rotten,	joint,	lime,
pippin,	rotting,	drop,	water,
crab, etc.,	sealed,	poison,	carbonic,
ripen,	spoiling,	fermenting,	acid,
sour,	glass,	fruit,	gas,
sweet,	bottle,	scalds,	alcohol,
flame,	crush,	bend,	inside.
lamp,	pulp,	tube,	

Some of the above may be too difficult for the youngest children; the teacher's judgment must determine what to use.

LANGUAGE.

I. Simple sentences descriptive of what has been done are enough for lowest pupils. Care must always be taken to see that capitalization and punctuation are attended to.

II. Older pupils should describe the experiments more fully, first orally, later in writing and great care paid to the sentences and paragraphs. It is well to alternate the lessons, having a day or two intervene between two consecutive lessons and having the language lesson on each, follow it. This will be good to strengthen the memory also.

This series is especially adapted to graded schools, but can be used with advantage in ungraded ones.

NUMBER.

1. One apple contains 6 seeds. How many seeds in 4 apples? in 9 apples? In 12 apples? etc.

2. If there were seven seeds in an apple, how many apples would it take to give me 14 seeds? 28 seeds? 84 seeds? etc.

3. If we get 3 bubbles of gas in one minute, in how many minutes will we get 20 bubbles?

4. How many bubbles will we get in 20 minutes?

5. From one apple we obtained 3 drops of alcohol. How many apples would it take to give 100 drops?

6. Other and simpler problems as well as more difficult ones will readily suggest themselves to any teacher.

These lessons furnish 1st a valuable line of observations in nature; and a basis of lessons in spelling, language, and number; 2nd a good opportunity to teach temperance from both its scientific and its moral side.

Correspondence.

Kindly "name the logical divisions of U. S. history, and give the organizing idea of each division?" This is a question proposed to me by an official and I am at a loss to know exactly what it means. E. F.

The man who invented that question worked hard, evidently—he has brought in a geometrical term and thus made it hard. He probably means the "chronological divisions," and the "fundamental idea in each." And he would like to have you say, "The periods of discovery of settlement, of Indian wars, of Colonial governments, of revolution, of constitutional organization, of areal development."

What is supposed to be the origin of the atmosphere? What makes it blue? G. FITCH.

The hypothesis is that in the early days of the earth the temperatures of all the elements of which it is composed were very high; many elements existed in a gaseous form; the atmosphere of those days contained a great deal of carbon, perhaps all that now exists in the coal measures. The water was all in the form of steam. By the cooling of the surface in the ages the water was condensed and formed the oceans; the oxygen, combined with the minerals, the iron, lead, silver, etc., so that finally the atmosphere we have residuated—a thin affair when compared with the early atmosphere.

The color is caused by the particles of dust in it—that is, fine dust, too fine to settle; some of this may be watery vapor. Dust arises from volcanoes, from meteors, etc. In a beam of white light the particles cause a scattering of the rays and the blue is more scattered than the red. The light that comes to us as we look up into the sky is that which has been scattered by meeting the particles in the air.

Editorial Notes.

A valued correspondent thinks that no teacher should be dismissed until the state board of education say so. The Western teachers are often shamefully treated; they don't know until late in the spring whether they will be elected for the succeeding year. Very much of this comes from the fact that the qualifications of the third grade are so low that everybody is included. The teachers must press the point that pedagogical qualifications must be had in order to obtain a situation. For example, in a city in Michigan all the girls graduating from the high school made application for places to teach. The board of education organized a training school and decreed that all must go in that a year; this cut the applicants down to one-fifth. In a similar way let the teachers of a county act.

"The teachers are very generally giving the children facts out of books and calling this Nature Study," reports an observer from the field. This is for lack of teaching ability, not for lack of material. The teacher who feels herself *pushed* to give Nature Study, but "takes no stock in it" herself, picks up a book and reads something interesting to the class, questions them about it, and perhaps has them reproduce in a composition what they remember. The able teacher, who *knows* that Nature Study must underlie all other study if her pupils' education is to be anything but a sham, eagerly reads what the best teachers are doing in this line, and how they are doing it. Then, instead of reproducing their lessons upon their subjects, she takes the nearest natural object at hand and gives a lesson upon it, according to their methods until she learns them, and afterward by her own. Nature Study is studying nature, not books.

The Fiftieth anniversary of the Rhode Island institute of instruction took place in Providence, Oct. 25, 26, and 27. It can be truly said, "There were giants in those days." Dr. Wayland, William S. B. Baker, Nathan Bishop, and Henry Barnard are among those who were early laborers for progress in education; the last, the only survivor, was present and received most hearty applause when he rose to give his account of educational matters 50 years ago.

There are, indeed, both teachers and parents who see in their pupils *children* only, and not *future men*; and who restrict their solicitude to the demands of moment, without anxiety regarding the future, notwithstanding it is so near. Maxims altogether false spring out of this incomplete conception of the function of education; as, for example, that we must not disturb the happiness of childhood or give it uneasiness; and that instruction should be converted into a game. Now the child should indeed be always treated as a child, but as a child about to become a man.

The next number of THE JOURNAL will contain eight extra pages filled with material of special value to boards of education, school trustees, and superintendents. Besides the regular features there will be the following special departments: School Law and Recent Legal Decisions, Boards of Education and Superintendents, Leading Publishers and Authors of Educational Books, School Equipment, and School Buildings.

There are a lot of ignorant people in our school-rooms who turn up their noses at the Herbartian pedagogy; but when the Royal Commission of England, established to investigate and improve the system of secondary education, wanted a man to look into and weigh the American system of high schools, who was selected? They chose Prof. J. J. Findlay who had spent two years at Jena in studying the Herbartian pedagogy; he received the degree of Ph. D. and returned to England to find such a man as himself wanted. He is now in Eton.

When the first normal school in Massachusetts was opened, Gov. Morton when asked what he thought of it, said: "I don't know what a normal school is." Horace Mann replied with his famous epigram, "He's got to know." Secretary Hill (successor of Secretary Dickinson) in speaking of the state normal school of Massachusetts had the courage to say, "We have six normal schools, not the best, capable of improvement, but doing a valuable work." It takes courage for a Massachusetts man to say such words. But it is true of all schools and let us be willing to say rather than "best on earth," an eagle screaming phrase that comes so handy.

A teacher in a country school, and a good teacher, too, says she has six grades and each comes up twice in each study in each day. This will never do. In some way the six grades *must* be made into four; even these must unite in some studies. Her program is not a good one—she has eight spelling classes; some take ten and some fifteen minutes—two hours! Suspend those classes as spelling classes; have spelling performed all the way along—written spelling; don't neglect spelling. Then plan for having a corner of the school-room curtained off and have there a table around which the younger children can gather under the direction of an older girl. Thus you can give your whole mind to the other pupils.

The last Massachusetts legislature provided for a monument to mark the site of the first free public school in America. Where will it be? This state recognizes that the spot where some teachers labored is worthy of a monument as well as where some Indian was scalped.

It is not a bad exercise to propound riddles to the older pupils. A story of an English schoolmaster is going the rounds of the papers. It appears that he promised a crown to the boy who should propound a riddle that he could not answer. One day a boy proposed this to him: "Why am I like the Prince of Wales?" The master puzzled over it a good while and finally gave it up. "Why," said the boy, "it's because I'm waiting for the crown." The double use of the word "crown" makes this a riddle of the first order.

Considerable excitement has been aroused in Florida by the fact that Professors Whitner, Earle, Stuart, Waugh, and Assistant Agriculturist DePass and Surgeon Appell are dropped from the roll of the faculty in the agricultural college at Lake City. The reason assigned is that the income will not warrant the retention. President Clute says in a most manly fashion that they have no purpose to select for positions at the college persons whose main qualification was that they were born in the state. All great schools refuse to have their appointments to position depend upon state lines or national lines. It has been a blot on Florida that this has been attempted in some parts of the state. It is a contemptible fraud on the youth.

Prof. Albert N. Raub, editor of the *Educational News*, of Philadelphia, says in the issue of Oct. 13 that the paper has been "published at a loss, and has been for the past ten years." This is but saying what has so often been said in THE JOURNAL, that teachers have a very poor appetite for educational literature; they can get places in schools without knowing anything about education; whether they perform the part of educators is another question. THE JOURNAL takes the ground that education is one of the most difficult of the arts, and requires much scientific knowledge. Also, that among the teaching force in any school the reader of educational literature is the best teacher; this has been proved over and over again to be true. This is a large subject and much might be said, but there is only room for this—as reading of educational papers has increased so education has advanced.

In the first line of Edna Dean Proctor's beautiful "Ode for Columbus Day," in THE JOURNAL of Oct. 6, the word "gold" should have been "God."

Three hundred New Jersey teachers met at Ocean City, Oct. 12; a teacher writes: "There was lots of fun, the regular lecture, but little progress. I have attended for seventeen years and am just where I was at the beginning—as far as the institute goes."

Some one in the Washington *Republic*, writes and thinks he is smart:

"I will venture to say, from knowledge and observation, that a child of ten, in the sixties, could read, write, and compose a brief letter or scholastic article better than half the high school girls of to-day. Letter-writing used to be a specialty with teachers. * * * I have refused to allow my little child of ten to go to a higher grade, for the sake of promotion, when she has not learned how to spell correctly yet. * * * I am departing from the school regulations in insisting that my little one shall study spelling, arithmetic, writing, and reading for a year more, and nothing else. All the rest can be opened with these keys."

C. B. B.

It has been proved over and over that the children spell better than they did twenty years ago; the power to spell increases slowly year by year.

In Manitoba, 175 teachers met and were addressed on the "Letter and the Spirit" by Prof. MacIntyre. He said:

"Those subjects the study of which tends to promote the well being of the child should find a place on the program. In the light of this principle it would be well to inquire if the time given to arithmetic bears a proper proportion to the time given to nature study, or if the time given to reading from the text-book bears a proper proportion to the time given to the study of literature; or if the time given to grammar bears a proper proportion to the time given to the study of history. He enumerated the five products of right education as knowledge, power, right habits, right tastes, and right disposition. He who teaches in the right spirit will not look at everything from the standpoints of the subject, but from the standpoint of the pupil. The point is not just what the pupil knows, but what he is."

B. C. Burt was recently appointed professor of philosophy and pedagogy in the University of Colorado. He has classes in beginning, advanced, and educational psychology, history of pedagogy, also an advanced course in pedagogy, pedagogical theory and history of philosophy. There are in the department two candidates for the degree of doctor of philosophy, and one special student doing advanced work. Two of the advanced students are superintendents of schools. The work is given mostly by means of lectures and seminary methods. The classes are all large.

In noting this, it is well to remember it was about ten years ago when teachers met in the rooms of the university of New York on Saturdays a professor in that institution when told they come to study pedagogy, replied: "There is no such thing as pedagogy."

In THE JOURNAL for October 13 these lines were given; each blank was to be filled with a different word containing the same letters; a book was offered to the first correct replier:

He gave a ——— and reached the ground;
Then came a ——— from steeples high;
And ——— he grows though freedom found,
His ——— was love of liberty.

A good many teachers placed the lines on the blackboard at once and a great deal of interest was created. As letters were received on the same day from C. L. Smith, Bengies, Md., and Adda Krast, Cumberland, Md., two volumes were sent; to the former, "Robin's Recruit," by A. G. Plympton; to the latter "Views Afoot," by Bayard Taylor. The other contestants will be as gratified as if they had each received a book, for labor of this kind is always a labor of love. Shakespeare did not write Hamlet for money. These are the lines when the blanks are correctly filled:

He gave a *leap* and reached the ground;
Then came a *peal* from steeples high;
And *pale* he grows though freedom found,
His *plea* was love of liberty.

Leading Events of the Week.

The gold in the U. S. Treasury increased by over \$1,500,000 in one day.—The estimates for the expenses of the interior department nearly \$14,000,000 under last year's.—Lord Rosebery says that Great Britain has not proposed terms of mediation between China and Japan; the powers were only sounded as to the advisability of taking action. There is no friction with France on account of the Madagascar question.—Chancellor von Caprivi resigned as chancellor of the German empire and Prince Hohenlohe, governor of Alsace-Lorraine, is appointed in his place. Count zu Eulenberg, president of the ministerial council, also retires from the cabinet.—The czar of Russia reported to be weaker. Preparations making to receive the Princess Alix into the Greek church; the wedding day is said to have been fixed.



SOUTHERN ILLINOIS NORMAL UNIVERSITY AT CARBONDALE.

The daily papers have had the sturdy face of E. H. Cook, ex-president of the National Association at the head of their columns as recommending a certain compound that restored him to health. He is to be congratulated on the recovery of his health, for he will make a good use of it.

The Dodge county, Neb., papers allude to the closing of the schools "on account of the corn husking," as a matter of no uncommon occurrence.

Hurrah for Missouri! At the Jasper county institute, at Joplin, a four years course of study was adopted; this will give a first grade certificate. Now let the state of New York make a move in this direction. Ten thousand teachers want first grade certificates, but they want the means provided to get them in the summer time. Let Assistant State Supt. Charles Skinner head this movement.

It was a mistake to leave the question of correlation of studies unconsidered at the recent school superintendents' meeting at Buffalo. It was printed on the program and should have received the attention its importance demands. Dr. Frank M. McMurry, formerly of the University of Illinois, and at present principal of a private school in Buffalo, was noticed in the audience. He has devoted much thought to the question, and could have offered many helpful suggestions. Time was too short, no doubt, for the consideration of all the topics on the program, but then something else of relatively less importance might have been left out.

The department of public instruction of New York state now receives the answers to the uniform examination questions placed before candidates by the county school commissioners, examines them and reports back the standing; the commissioners grant first, second, and third grade certificates; this plan began with the June examination (examinations are held each month); in that month 33,000 answers were examined by a force of four "state examiners," in August, 50,000, in September, 20,000, in October, 22,000.

At a teachers' meeting in Iowa a lady discussed improvements to be made in the schools and asked, "Will the coming teacher smoke?" This is a seductive conundrum. We fear he will for some time. Humanity is a frail compound—that is, masculine humanity. When we see now Delilah managed to twist the great Samson around her little finger we realize how feeble man is. Woman is really, with all her supposed physical feebleness, more able to resist influences that degenerate. She neither smokes nor drinks. Man is slowly passing through the alcohol domination; it will take all of 1900 to get rid of that. The alcohol tentacles will be slowly disengaged. Meanwhile the tentacles of tobacco are getting a firm hold; to throw those off will require all of 1900 and probably 2000. So that the coming teacher of 2100 may be expected to be free from the dominion of alcohol and tobacco. The day will come be it sooner or later than this period.

The Oswego *Times* has a long and good article on writing; the reporter visited the schools and found the position bad, the manner of holding the pen worse, and concluded that most teachers were incompetent to teach writing properly. Criticism coming from the outside must be heeded. It is a fact that the penning in most of the schools is poorly taught. Lately samples were laid on the desk from 47 schools in all parts of the Union; some of these made by children of ten were fine; others by boys of thirteen no better than Alaska Indians would make.



James Clell Witter.

Mr. J. C. Witter, the editor of *Art Education*, was born in the South in 1862. His common school education was received in Ohio, but for his professional training he went to the normal art department of the Tulane state university at New Orleans. His first teaching was in a large private academy in New Orleans, where he taught drawing and writing for two years. At the expiration of this time he was elected director of drawing and penmanship in the public schools of Lima, Ohio, where he remained until called to a similar position at Bridgeport, Conn., at twice the salary received at Lima.

At that time the conditions in Bridgeport were very adverse to successful work. Mr. Witter remained four years, and in this time secured the abolition of the obsolete "systems" and methods, and gradually, by unremitting labor, brought the standard of the schools and public sentiment up to the modern spirit and methods. During the last month of his administration in Bridgeport the exhibition of work along manu-mental lines created a sensation in the city and proved that the schools compared favorably with the best in the country. Competent judges said that the exhibition of color work excelled any exhibit of children's color work at the World's fair. In addition to this there were artistic designs for carpets, friezes, wall decorations, and flags, which deceived the most expert into thinking them the real article. Until Mr. Witter went to Bridgeport the only drawing done was copying the figures from the drawing book, and even the high school pupils were helpless when asked to draw from a simple object. That the improvement has been wonderful is shown by a comparison of the drawings of four years ago with those of the last exhibition.

Art Education, the first number of which has lately appeared, had its origin in Mr. Witter's mind ten years ago. When beginning his teaching he made inquiry of the leading publishers for the address of a periodical devoted to drawing, and was told that nothing of the kind existed. All through his teaching he felt the need of such a journal as he means *Art Education* to be, and believing that there are thousands of other teachers who feel the same need of periodical inspiration and help, he began about eight years ago to prepare himself to edit a journal for teachers and directors of drawing, and which should at the same time be helpful to the regular teacher.

This is by no means his first venture in educational journalism; he was for some years editor of the public school department of the *Penman's Art Journal*, and has done considerable writing for other educational journals. He is also the author of a series of objective movement and development exercises for use in teaching drawing and writing, which are entirely unique. A book by him on writing will soon be published. A series of charts for color teaching, also devised by him has received high commendation.

Dr. M. G. Brumbaugh is evidently the coming man in Pennsylvania in education. At the meeting at Dover, Del., his address on "Pedagogics" received unqualified praise.

The institute at Oakland, Cal., had Prof. Earl Barnes, of Leland Stanford university, as a teacher and listened attentively. He talked philosophically and practically. He is the Stanley Hall of the Pacific coast.

The Clinton, Mass., *Courant* speaks thus of primary teaching "It is the same perpetual treadmill, term after term, and year after year." But is it not so in editing a paper? There is a good deal of treadmill everywhere.

Supt. Carroll, of Worcester, Mass., said, "A blow is never struck in institutions of the highest character." This is commended to the board of education of a certain town in Dakota who commended a teacher for knocking down a boy of twelve because he marked in the book of another pupil.

Prof. Junius Jordan, who has been elected state superintendent of Arkansas, has few equals in his state as an educator. He led the entire state ticket by 5714 votes.

At the institute in Batavia, a paper says, "it cropped out that Conductor Downing was a Democrat." Miss Eggleston is credited justly with giving an "extremely interesting talk on primary geography."

The teachers of Hartford, Conn. (east side) met Oct. 13 and formed an "Institute of Pedagogy." H. H. Lyons was made president. This is only one of many signs that show that the teachers believe the fault is not in the stars but in themselves.

The *Telegraph*, Macon, Ga., says: "Teachers are human, are a quiet, modest people, and should be prized; kind messages should be sent to them and a hearty interest shown in their work." This is hitting the nail square on the head.

The Marquette, Mich., teachers met Oct. 12 and discussed psychology, nature study, as well as other things. Supt. Pattengill gave an address on "Inspire or Expire." They all united in singing "Massa's in the cold, cold ground." They have the coldest kind of ground up there in winter.

Gen. Chas. A. Culberson, nominee of the Democratic party for the governorship of Texas, advocates such increase (by the next legislature, which meets in January, 1895) of the school tax as shall meet the requirement of the Texas state constitution, "to maintain and support the public free schools of this state for a period of not less than six months in each year."

New Haven, Conn., teachers are up in arms, so the *Palladium* says, against the methods of Miss Skinner, drawing teacher, and Mr. Booth, penning teacher, declaring they made them work too hard. There is to be an investigation; each of these teachers is to show what he aims to do. Mr. Booth says he has insisted that the teachers learn how to write, and this may demand work.

In the *Gazette* of Little Rock, Ark., Oct. 12, are some figures showing the increase in enrollment; it is now 67 per cent. It says "both races have equal advantages in securing an education." Does this mean that as much is spent on 100,000 negroes as on the same number of whites? We like to hear of the advancement of Arkansas; it has reached the very top apparently, for we read that "none but those who are thoroughly competent ever obtain a position in a public school in Arkansas."

The Japanese diet has adopted a memorial urging the government to execute the desires of the mikado, with a view to the restoration of peace in the East, the increase of the glory of Japan, the punishment of China, and the prevention of further disturbances of Eastern peace. The memorial concludes with the declaration that Japan will not tolerate interference by any nation to prevent her obtaining the ultimate objects of the war which she has been waging against China.

Prof. G. L. Bryant was tried in Texarkana, Ark., charged with the murder of Prof. George T. Ellis, the jury rendering a verdict of guilty, and fixing the punishment at ninety-nine years in the penitentiary. Prof. Bryant was president of the Texarkana state normal and business college, and Prof. Ellis was an assistant teacher in the college. They quarreled, and Ellis set up a school of his own. Bryant became jealous and annoyed Ellis in all sorts of ways and finally wound up by killing him about a month ago.

Every little while some ignorant person talks about the good old way in which spelling was taught. A writer (anonymous, showing he was afraid to have it known he held such ideas) in the *Brooklyn Eagle* wants young children to be taught to spell before they learn to read! The case of a man of forty years of age is remembered who could spell all the words in Webster's spelling book and yet was unable to read or write: he was a farm hand and had heard the boys and girls spell at home. That is what this writer aims at.

The subject of "Unity in School Studies" (the basis of Col. Parker's new book) is being discussed by leading papers. The *Boston Herald* writes:

"The trend of present educational reform is to obtain the recognition of the unity of studies and the necessity of a common method for their prosecution. The college president and the primary school teacher have the same purpose in view, only the one stands at the beginning, and the other at the end of the system. When it is acknowledged that the purpose of the education is the same with both, the two find that they are alike interested in a common work, and the college president owes a deeper obligation to the primary teacher for the direction of the minds of his pupils than he can ever acknowledge. President Eliot in his very suggestive article strongly endorses departmental teaching, which is a recognition in another form of the necessity that teachers in one department shall be allowed very large control at every step in education. He would abolish utterly everything which is artificial in our educational system; the administrative improvements lately made in the universities strikingly resemble those made in the kindergartens, and he demonstrates the fact that unity of method and of purpose characterize the whole system of education, as it is understood to-day. These changes are not more radical in the kindergarten, in the primary school, in the grammar or high schools, than in the university. They are made along the whole line, and they tend, for the first time in history, to an educational construction which makes the whole system of education a unit from beginning to end. It is entering upon a higher order of educational work when this end is reached and recognized."

Connecticut State Teachers' Association.

The meeting held at Hartford, Oct. 19, was the largest in the history of the association, and that is saying much as Connecticut teachers always turn out in full force. When President F. A. Verplanck, of Manchester, called the meeting to order there were 1,500 in the hall and about 500 were standing in the corridors unable to get in.

Pres. G. Stanley Hall, of Clark university, delivered the opening address. His subject was "Children's Love of Nature the Basis of Instruction in Science." He said that children have a special faculty of sympathizing with nature which power is the glory of childhood. They have wonderful nearness in sentiment toward flowers, trees, animals, birds, clouds, and stars. This natural love of nature is very much hampered by city life; by the mercantilism of science and by the difficulty of getting objects and specimens. This primitive love of nature is the root of science, religion, art, and literature. The history of the race shows this as well as the history of childhood. The way to advance science now is to take the children on excursions and by object lessons bring the child close to nature. This is accomplished by the use of especially selected tales, showing incarnations and ascribing sentiments and feelings to flowers, trees, birds, bees, and animals the same as is done by poets. Nothing suffers from this lack of nature teaching, so much as science and religion, which are one. Either science or religion is weakened by the neglect of the other. So for the sake of religion, as well as science, we must emphasize this last stage in the development of childhood.

After the address of Dr. Hall the convention divided into four sections.

KINDERGARTEN SECTION.

It is the first time in the educational history of Connecticut that a kindergarten section has had a place in a State Teachers' convention. This fact is certainly significant of progress. The success of the meeting is due in a large measure to the untiring efforts of the presiding officer of the section, Miss Fauniebelle Curtis, of the state normal school, at New Britain. The program was prepared with care and was carried out as planned. There were no disappointments, no "on account of the absence," etc., excuses. One pleasant surprise, not mentioned in the program, was the presence of the veteran educator, Dr. Henry Hartford. Dr. Barnard was the first in this country to call attention to Fröbel's work. This was early in the fifties. The section greeted him warmly and listened with interest to his impromptu address:

The following was the program of the meeting:

"The Kindergarten and the Public School,—Their Interdependence," by Charles D. Hine, secretary of the state board of education.

"Color for Little Children,—Illustrated," by Miss Emelene A. Dunn, state normal, Willimantic, Conn.

"The Kindergarten from the Citizen's Standpoint," by Rev. Dr. I. F. Stidham, New Britain, Conn.

"The Creative Element in Education," by Mr. Hamilton Wright Mabie, editor of *The Outlook*, New York City, (author of "Under the Trees," "Norse Stories," etc., etc.)

"Character Building in the Kindergarten," by Miss Constance Mackenzie, supervisor of kindergartens, Philadelphia.

President G. Stanley Hall and Mr. Mabie were the two most noted speakers. Secretary Hine made a strong plea for kindergarten extension. Play is the first poetry of the human being, he said. The kindergarten play labor, then, can be beneficially carried into the primary schools.

Dr. Barnard said: "I am glad that to-day this department of public instruction is given recognition for the first time by the teachers of the state. Kindergarten is the beginning in the revolution and regeneration of the system of public school instruction."

A digest of the excellent paper of Miss Constance Mackenzie is printed on page 382 in this number.

Miss Dunn's paper proved popular. It was very helpful indeed and calculated to set teachers to thinking of the vast color resources in nature, and of the natural way in which children may have cultivation in color observation and expression.

Miss Dunn spoke of the practical and connective side of the subject in schools, and based all preparation for technical knowledge of color upon the psychological point of seeing, associating, and classifying natural and delightful color until the mind is well stocked with color memories.

She spoke of the good color reproductions of fine pictures which can be had for school-room use and advocated a liberal supply of good colored pictures, designs, harmonious decorations, etc. She also spoke of carefulness of the great variety of materials having color, which are now used in the schools especially among the little children. The fact that there are several business firms which have taken up the study of color for the purpose of putting good material into the hands of teachers was much appreciated.

Miss Dunn exhibited a quantity of sketches, studies, and illustrations showing what may be used to awaken in children an intelligent love for color, and strongly advocated that teachers of children should base some preparation for doing original work in

color, as such ability was the source of great good to the children in their charge. From the utilitarian and esthetic standpoints Miss Dunn proved that color knowledge was valuable and that from the fact that much of the first work could be done incidentally, it could not be said to be an interloper in the already full curriculum of our schools.

PRIMARY SECTION.

Supt. Charles W. Dean, of Bridgeport, presided. There was not standing room for all who wanted to hear what was said by the speakers. The following program was carried out:

"Superiority of Oral over Written Work in Primary Grades," by Miss Caroline Hendrickson, Willimantic.

"Elementary Science," by Mrs. Mary R. Davis, Bridgeport.

Discussion led by Miss Bertha McConkey, South Manchester.

A class exercise in Phonetics, conducted by Miss Mary A. Long and Miss Elizabeth V. Adams, Hartford.

"Relation of Phonetics to Reading," by Prin. W. I. Twichell, Hartford.

"Vertical Writing," by Dr. Edward Shaw, dean of the School of Pedagogy of the University of the City of New York.

Discussion led by Miss S. Annie Starkweather, of South Manchester.

GRAMMAR SCHOOL SECTION.

Prin. T. H. Patterson, of Bristol, presided. About four hundred teachers were present. The program was as follows:

"What Departments of Science can best be taught in Grammar Schools?" by Austin C. Appgar, State normal school, Trenton, N. J.

Discussion led by Prin. George P. Phenix, of Normal school, Willimantic.

"What shall the Public Schools Teach?" by Prin. Marcus White, normal school, New Britain.

"English Literature in Grammar Schools," by Supt. H. W. Lull, Quincy, Mass.

Open Parliament or Symposium of Educational Subjects of General Interest.

Prof. Appgar's vigorous talk was greatly enjoyed. He urged that the great need of the children was a training of the senses. Color and form, he said, are about the earliest things a child notices, and the work of teaching should begin there. He suggested that the so-called branches of science should not be taught as such, but that all things should come along in systematic succession.

[CONCLUDED IN THE NEXT NUMBER]

New Hampshire State Teachers' Association.

[SPECIAL CORRESPONDENCE.]

The forty-first annual meeting of the New Hampshire State Teachers Association met at Manchester Oct. 26, with President Frank W. Whitney in the chair.

The ablest paper of the session was that of Dr. L. R. Klemm on "Herbartianism in Education." The principles of Herbartianism were lucidly set forth. The short discussion that followed was carried on by Presidents Tucker and Murkland and Superintendent Harris. In the afternoon "Co-ordination of Studies" was handled by Superintendent Dutton of Brookline, Mass.; "Unification of Primary School Work" was presented by Miss Laura Fisher, of Boston. The necessity of concentrating the primary studies was well shown. Of a similar nature was the address, short, but full of meat, of Miss Lucy Wheelock on "Kindergarten Work in Public Schools." Her earnestness was contagious as she showed the adaptability of the higher kindergarten work to the primary school, especially the physical exercises connected with many of the songs.

Mr. Henry T. Bailey convulsed the audience as he talked on the "Use and Abuse of Illustrative Drawing." His illustrations on the blackboard were as pat as his words. He did more than amuse. His ideas were fresh and forceful.

In the evening a most scholarly lecture by Pres. Merrill E. Gates was listened to by a large audience. His subject was "Sidney Lanier," and his handling of the topic was a treat to all present.

Saturday forenoon the only discussion was on the subject of "Professional Training of Teachers." Supt. Carroll, of Worcester, Mass., took the question of "Normal Schools;" Prest. B. L. Whitman spoke on the side of "Colleges;" Prin. L. S. Hastings, of Nassau, talked for "Summer Schools;" and Supt. Folsom, of Dover, took up the "Reading of Educational Works." After the close of these prepared addresses the discussion was taken up earnestly by several of the leaders in the audience including Pres. Tucker, and Principals Somes and Winch, of Manchester. The entire discussion was earnest, and at times warm and spicy.

Action was taken to ask the legislature to provide for state examinations of teachers, proper supervision of schools in towns, and a pedagogical library and museum in connection with the state library.

For the ensuing year the following officers were elected: President, J. C. Simpson, of Portsmouth; vice-president, C. L. Wallace, of Lisbon; treasurer, C. W. Bickford, of Manchester; secretary, Mrs. M. H. Dowd, of Manchester.

Manchester, N. H.

WM. H. HUSE.

I admire your plucky efforts to place the teachers' calling upon a professional basis.

WM. H. PARKER.

St. John, N. B.



SUPT. V. K. MONTFORT.

The council of school superintendents of the state of New York, at its Buffalo meeting, elected the following officers: President, Supt. V. K. Montfort, of Newburg; vice-president, Supt. A. B. Blodgett, of Syracuse; secretary and treasurer, Supt. Emmet Belknap, of Lockport.

Newburg was designated as the place of meeting for 1895.

Kansas.

Prof. Blake, of the Kansas state university, has perfected a telephone to be used at sea. The United States government has supplied him with everything needed in experiments.

Dr. Bell, of Kansas City, Kansas, has given the state university \$100,000 to endow a medical school.

The new Spooner Library building was received by the state of Kansas, Oct. 10, 1894. Addresses were made by Dr. Cyrus Northup, of Minnesota university; State Senator Scott, Regent Del Valentine, and others.

Following the addresses the friends and graduates of the state university, who had gathered from all quarters of the globe spent a short time in general hand shaking and the renewal of old acquaintances.

The speakers at the banquet were Eugene Ware, Henry Van Brunt, President C. E. Schafer, of Iowa state university, Dr. B. V. Woodward, J. H. Atwood, T. A. McNeal, President Fairchild, of the Kansas State Agricultural college, Mayor Webster Davis, of Kansas City, Congressman T. J. Hudson, and Noble N. Prentis.

Missouri.

Missouri sent 432 teachers to the National Convention at Asbury Park. This attendance was exceeded by that of only three states.

Clay and Clinton counties will hold a union teachers' institute at Lathrop, on the two days following Thanksgiving day.

State Supt. Wolfe says: "There is no one of the 10,000 school districts of Missouri without lands and houses and stock and grain. Why should 9,000 of these districts be without a library?"

The teachers of Pittsburg city schools hold educational meetings once a month. The program is announced four months in advance. The last feature is an excellent one. Too many educational gatherings are practically failures because of the brief time given to prepare. Only the best thought is good enough for the advancement of the cause of education. There is too much "cheap talk," both oral and written, placed before the educational world for profound argument.

It appears that at quite a number of the county institutes in Missouri resolutions have been passed condemning the making and sale of cigarettes. Nevada, Mo., passed an ordinance making it unlawful for any person to sell cigarettes one at a time, in packages, or in any number whatever; the violation to be punished by fine not to exceed \$100, or by imprisonment in the city jail not to exceed three months.

New York.

The teachers of New York did a noble thing in erecting in Greenwood a monument to Jacob T. Boyle so long the eminent principal of No. 18. The address was made by Principal Elijah T. Howland and it was truly eloquent. He said: "Mr. Boyle was proud to be a teacher; he was fond of children; he had a deep sympathy for his profession; a heart of love to all mankind." Words that should describe all teachers.

HOW ONE SCHOOL PRINTS A PAPER.

For the past five years the pupils of Grammar School No. 61, of which Mr. William T. Traud is principal, have had a monthly paper of their own, the work of composition, editing, typography, and printing being done by pupils of the school. Its purpose, to give an impulse to the work in composition, has brought forth good results. The majority of the department write and judging from the articles that appear in its columns, the practice which they are getting has given them a training which will be of great advantage to them in later years.

In a loft adjacent to the school, a complete printing office is fitted up and here a dozen boys are learning an attractive trade.

Two other departments, Grammar School No. 39, and Grammar School No. 90 take part in this venture.

The paper presents a neat appearance typographically and its news columns must be especially interesting to its child-readers.

The teachers and pupils appreciate the work done by the *Our Own*, and they can well be proud of the only school paper in New York city which is entirely the work of the pupils.

Indian Teaching Service.

UNDER THE CIVIL SERVICE LAW.

[SPECIAL CORRESPONDENCE.]

The employment of teachers for the Indians has recently been brought under the civil service law. Hence the term civil service teacher.

Competitive examinations on English branches are held as often as twice a year (usually in the spring and fall) under the auspices of the civil service commission. Application for the examination must be made on blanks furnished by the commission, which contain also forms of vouchers as to the health, residence, and character of the applicant. The grade is marked upon all the subjects covered, but in the marking some topics are given more weight than others, e. g., physics was formerly one of seven subjects, but its mark instead of counting one-seventh of the entire examination counted for only one-fortieth. There is no unfairness in this as the applicant is always informed beforehand as to what the relative weights will be.

A general average of more than 70 per cent. entitles the applicant to be placed upon the list of eligibles from which certification (*i. e.*, recommendation by the civil service commission) is made to the Indian commissioner upon the occurrence of any vacancy in the teaching force. These names are certified in the order of their percentage, and new names are placed upon the list in the same order, so that if the register of eligibles were very full, some names might never be reached in certification. But the Indian service has so recently been placed under civil service rules that there are still some opportunities for the appointment of teachers under this system.

A still more recent change in the civil service examination for Indian teaching makes a division into four grades, viz., assistant teacher, primary, advanced primary, and principal teacher. The required subjects now range from English branches merely to geometry, physiology, pedagogy, drawing, and natural history. The examinations are henceforth to consist of topical instead of textual questions, which will make it even more difficult for a person who has a poor command of language to enter the school service. This is a desirable change, as a teacher must be able to choose his words wisely when his pupils understand so little English. Salaries for these four grades range from three to nine hundred dollars a year, and it is only fair to state that out of these salaries it is often possible to spend much less than would be necessary if one were earning the same sum elsewhere.

As to the difficulty of these examinations opinions differ. It will, however, be safe for an applicant to assume that eligibility for the Indian teacher service is tantamount to the holding of a first grade county certificate in the West, or the possession of any normal school certificate in the East. The examination for the position of assistant teacher is much easier, but the salary is correspondingly lower than that paid to teachers of the higher grade.

There are, it is true, peculiar conditions about the Indian service which make many of its friends very doubtful whether civil service rules can be maintained successfully. Certainly it would not be wise for any one to enter the service expecting to be "handled with care" because he is a civil service candidate. Most of the Indian schools are in the West and Westerners take a proverbial delight in subjecting an Eastern "tenderfoot" to all the forms of "roughing it" to which they have themselves become accustomed. Nor would it be safe for a civil service employee to consider his position as more permanent than that of his non-civil service associate. For, while I do not believe there are many, if any, officers in the Indian service who would deliberately seek to evade the civil service law, yet there is probably no law upon our statute books but has a thousand loopholes by means of which such evasion could be accomplished, if one wished, without even laying himself open to any charge of violation.

Other qualities necessary or desirable in an Indian teacher are good health, patience, dignity, interest in the work, and fertility of expedients. For, since it is not required that the teacher be conversant with the Indian speech, some means of conveying ideas by signs must frequently be resorted to. With women teachers a knowledge of domestic duties would not come amiss, as the vacations are occupied with superintending and assisting in the school sewing, cooking, or cleaning. Both men and women should have sufficient mental resource of their own to minimize the to privation which the dearth of white society will be to them and supplant, as far as possible, the inevitable tendency of close association to degenerate into friction or inanity. As every school partakes more or less of the nature of a private business concern in its relations to outsiders—many of whom are more than willing to pick flaws in its management and workers—the more discretion and caution a tyro can be equipped with, the better for all concerned.

Any one seriously intending to apply for the service will learn most by a diligent perusal of one or more annual reports of the Indian bureau, which can be found at all large public libraries, or may be secured by written application to the Indian commissioner at Washington.

ROSA DEAN.

Fort Yates, N. D.

A New and Magnificently Illustrated LIFE OF NAPOLEON

will be the chief feature of
The Century
MAGAZINE IN 1895.

THE CENTURY is famous for its great historical serials, and never in its history has a greater one been projected than this new "Life of Napoleon," written by **Prof. William M. Sloane**, of Princeton, who has spent many years in preparation for his work. The interest in Napoleon has had recently a revival that is phenomenal in its intensity. Thus far no biography of "the man of destiny" has appeared in either English or French that is free from rancor and attentive to the laws of historical criticism. **The Century has secured it—the great, all-round, complete and interesting history of the life of one of the most marvelous of men.**

**What History are You Going to Read This Year?
Why not read this?**

No matter how much you already know of Napoleon, you will enjoy it;—here is the concentration of all the lives and memoirs. **The illustrations will be magnificent**—the wealth of **The Century's** art department will be lavished upon them. Two members of the staff have just returned from Paris, where they have been securing all that is best of Napoleonic material. New portraits will be printed, great historical paintings reproduced, and Castaigne and other modern artists have drawn anew some of the great scenes of Napoleon's life for this history. **Don't miss it.** Besides this, **The Century** will print a powerful novel of Italian life by **Marion Crawford** (beginning in November, 1894, as does the Napoleon Life), a novelette by **Mrs. Burton Harrison**, illustrated articles on "Washington in Lincoln's Time" by **Noah Brooks**, stories by **Rudyard Kipling**, etc., etc.

THE SUBSCRIPTION PRICE of **The Century** is \$4.00 a year. "No home is complete without it." Whatever other magazines you may take, you must have **The Century**. All dealers and the publishers, **The Century Co., Union Square, New York**, take subscriptions.



ST. NICHOLAS FOR YOUNG FOLKS.

"We cannot urge the attention of teachers too strongly to 'St. Nicholas' as a means of supplementary reading."—SCHOOL JOURNAL.



RUDYARD KIPLING.

ST. NICHOLAS has a great program prepared for 1895. "The best of children's magazines" is now the only high-class monthly for young folks published in America. It is without a rival.

Rudyard Kipling's famous "Jungle Stories," a great feature of **ST. NICHOLAS** in 1894, will be continued. While their elders are reading **Prof. Sloane's** Life of Napoleon in **THE CENTURY**, the boys and girls will be enjoying a story life of the great Emperor, told by **Elbridge S. Brooks**, and superbly illustrated. The hero of "A Boy of the First Empire" renders a service to Napoleon, becomes one of his pages, and finally an aide. As such he is with him

at the most critical times of his life. The story is a truthful and accurate account, based upon the best authorities and verified by the latest information, of the life of "the man of destiny." A capital story for school reading.

"**The Quadrupeds of North America**," entertaining and up-to-date chapters on animals, will be contributed by the well-known

naturalist, **Prof. W. T. Hornaday**; and **Theodore Roosevelt** will write a series to be called "**Hero-Tales from American History**," recounting famous deeds of heroism which young people ought to know more about. **Prof. Brander Matthews** will include in his entertaining papers on "**The Great American Authors**" accounts of the lives of Bryant, Emerson, Longfellow, Hawthorne, Whittier, Poe, and Lowell.

The Serial Stories are many,—"**Chris and the Wonderful Lamp**," "**The Three Freshmen**," "**Teddy and Carrots**," and one by **Frances Courtenay Baylor**. "**West Point**" will receive attention from **Lieut. Putnam**, and **Life on a Man-of-War** will be interestingly described in four papers by **Ensign Ellicott**, of the flag-ship "Chicago."

Stories of Famous Horses in history and mythology—**Bucephalus**, **Napoleon's** and **Sheridan's** horses, etc.—will be told by **James Baldwin**, author of "**Stories from Northern Myths**." **City Fire Departments** will be treated, and there will be two or three papers on **The Boys' Brigade**.

Can you afford to be without **ST. NICHOLAS**? New subscriptions should begin with November, the first issue of the new year. Price \$3.00. Subscribe through dealers, or remit by check, draft, or money-order to

THE CENTURY CO., Union Square, New York City.

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The Century Book for Young Americans. "The Story of the Government," by **E. S. Brooks**, describing in attractive story-form the visit of a party of bright young people to Washington, who, beginning with the Constitution, investigate thoroughly the government of the United States. A great book for supplemental school reading, blending the interest of a story with the helpfulness of a history. Magnificently illustrated with over 200 engravings, \$1.50.

Donald and Dorothy. A new edition now ready of this great book by **Mary Mapes Dodge**, which has already delighted thousands of boys and girls. \$1.50.

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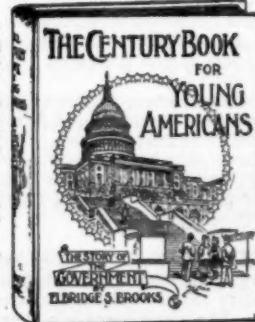
Some Strange Corners of Our Country. A delightful book of nearly 300 pages, by **Charles F. Lummis**, describing some of the out-of-the-way wonders of the world to be seen here in our own country. Illustrated, \$1.50.

The Man who Married the Moon. A collection of Indian folk-stories by **Charles F. Lummis**. Instructive and entertaining. Thirty stories altogether. Illustrated, \$1.50.

The Jungle Book. By **Rudyard Kipling**. One of this season's great successes. **The Sunday School Times** says: "Mr. Kipling's best bid for immortality. . . . It deserves a place in the first fifty volumes bought for a Sunday-school library." **Charles D. Warner** says that "nothing about animals since *Beowulf's* Fables can be compared to it." \$1.50.

Lady Jane. By **Mrs. C. V. Jamison**. A story that every boy and girl ought to read. Universally called "a children's classic." \$1.50.

Toinette's Philip. A new book by the author of "Lady Jane." \$1.50.



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Send for our beautifully illustrated pamphlet, "**The Century Co. and Its Work**." Free to those who mention this paper.

New Books.

The mistake in the study of language and grammar that has been most frequently made is that everything has been cut and dried for the pupil. In that case it is no wonder that the study was uninteresting. In the *English Grammar*, prepared by Supervisor Robert C. Metcalf, of Boston, and Thomas Metcalf, of the Illinois state normal university, the inductive method has been followed. The pupil is led to discover the facts of language by his own efforts. He is not overburdened with rules and exceptions. While there is one central idea in the book its plan of development demands frequent repetition and reviews. In Part I, the pupil is led by easy steps to understand the usual constructions of sentences, and to study the use of words, and to classify them as parts of speech; in Part II, are considered inflection and its uses and also the substitutes for inflection. In Part III, attention is given to analysis, many sentences being given that illustrate almost every peculiarity of construction. The careful gradation of exercises the numerous and well-selected examples, and the provision for constant reviews make this a text-book of unusual excellence. (American Book Co., New York, Cincinnati, and Chicago. 60 cents.)

We hear a great deal about international law and we ask, what is it? for there are probably few persons who could define it. President Julius H. Seelye explains what it is in few words in the little volume entitled *Citizenship* and tells how it differs from national law. He treats the subject comprehensively, for a big book would be useless to the ordinary student. It is a book that will stimulate thought and make one wish to go deeper into the subject. It states broad truths in few words. Classes in the study of history and government will find it an exceedingly helpful book. (Ginn & Co., Boston.)

The student who would master the English language must be conversant with its origin and history. Hence the value of such books as *The History of the English Language*, by Prof. Oliver Farrar Emerson, of Cornell university, which has just been published. It is intended for college classes and for teachers of English, and the purpose was to make it neither too elaborate for college use nor too elementary for the scholar. One point in which this book differs from other books of the kind is the emphasis that has been laid throughout upon the development of the native element in English. The middle English period has been treated with special fulness in order to show the real relation of the conquest by the Normans to the language of the conquered people. The phonology of the language also has received special attention. The importance of studying the sounds and their relationships will be generally recognized. The chapters in the book are based on lectures given to classes in Cornell university; they will give one a good start in the scientific study of the language. (Macmillan & Co., New York. \$1.25.)

That something is out of joint in our industrial system is apparent, where there are so many contests between employer and employe, and so much hard feeling is engendered. The industrial problem is so complex that it is a hard one to solve, yet it must be solved some time. A writer signing himself W. J. has contributed to the literature of the subject a little volume entitled *The Rights of Labor*, being an inquiry as to the relations of employer and employed; remedies for evils are suggested. It is a statistical review of the situation and throws much light upon the subject. (Charles H. Kerr & Co., Chicago. Paper, 25 cents.)

The works of Chaucer are not read now as much as they deserve to be because of the archaic spelling and the peculiarity of the meter, rendering it difficult to read for one who has not made a special study of it. But Chaucer's verse is as musical as that of any modern author's when properly scanned. The text of the *Canterbury Tales* has been edited very carefully by Alfred W. Pollard, the first volume of whose work contains 465 pages of large, clear print. The syllables whose pronunciation is required to make lines complete are indicated and there are foot-notes that still further ease the labor of the reader. One who has not made a special study of early English can read and enjoy Chaucer's poem as here presented. (Macmillan & Co. \$3.00.)

The characters in *L'Abbi Constantin* have high ideas of honor and pursue a life devoted to unworthy aims. The simple style is well suited to the characters. This fine French novel, by Ludovic Halévy, has been edited by Prof. Thomas Logie, of Rutgers college, for Heath's Modern Language series. The book has several pages of notes and a brief introduction. (D. C. Heath & Co. Paper, 30 cents.)

In *The Moncksel Mystery and How Tom Hardy Solved it*, Sidney Marlow has contributed to the literature for boys a detective story full of incidents and adventures such as they will appreciate. The scene opens in a New England town and the hero is

followed to the centennial exposition at Philadelphia; his experience there is narrated at some length. The mystery, which keeps the reader's interest up to a high pitch, is satisfactorily unraveled. (The Penn Publishing Co., Philadelphia.)

The Rhetoric Tablet, by F. N. Scott and J. V. Denney, is an article that will be liked by teachers, as the system of abbreviations adopted covers about all the errors that are likely to be made in compositions; these can be indicated briefly, clearly, and according to a well-defined system. References are given to different works on rhetoric, so that the student combines study and practice in a very profitable way. (Ginn & Co., Boston. 22 cents.)

A number of short stories, by Frank West Rollins, are published in a handsome little volume entitled *Break o' Day Tales*. The stories in the volume are "Miss Stillings," "The Steam Interlude," "Joining the Cavalry," "The Bishop's Fifth," and "The Magic Flask." These are written in a lively, graphic style that makes them very pleasant reading. (Joseph Knight Co. Boston.)

Dr. Alexander Winchell is too well known a writer on geological subjects for his work to need any recommendation. One of his books, *Walks and Talks in the Geological Field*, revised and edited by Frederick Starr, is issued in the Chautauqua series. Dr. Winchell desired that this book should hold a position between text-books and books of light reading, and the editor, in revising it, has left it as entirely his work as possible. It contains a few hard names as is consistent with a moderately thorough treatment of the subject and these are made simpler by pronunciations accompanying the text. An account is given of all the forces that change the shape of land and of the evolution of animal life. It is as readable a book on the subject as could be found. After finishing it the student would probably find that he would really know more about geology than he would after reading a more technical work. (Flood & Vincent, Meadville, Pa., and 150 Fifth avenue, N. Y. \$1.00.)

An important work in elocution has lately been published, that will attract wide attention among teachers and students of that branch of education. It is entitled *Practical Elements of Elocution* and was prepared by Prof. Robert I. Fulton of the Ohio Wesleyan university, and Prof. Thomas C. Trueblood, of the University of Michigan. These authors have made an effort to harmonize the so-called systems of elocution. They present the old truths recorded by Engel, Austin, and Rush in the newer garb and more recent philosophy of Mantegazza and Delsarte. It is a question if this has ever been attempted before; lovers of the art will appreciate the value of a digest of all of the best that has been written on the subject. Part I, treats of the psychic being, voice, pronunciation, emphasis; Part II., of the elements of vocal expression; Part III, of the elements, and the appendix of oratory. The authors have aimed to be suggestive rather than exhaustive, nevertheless the treatment is full enough to embrace all branches of the art. Such practical topics as melody, pause, pitch, movement, and gesture are well covered. Under gesture there are numerous diagrams and other illustrations. The appendix on "Truth, Personality, and Art in Oratory" was contributed by Pres. James W. Bashford, of Ohio Wesleyan university. Those who wish to know both the philosophical and the practical sides of the subject will find that this book will answer their needs. (Ginn & Co., Boston.)

Part second of George E. Atwood's *Complete Graded Arithmetic* contains the same well-thought-out plan so noticeable in part first. This second book is intended for the sixth, seventh, and eighth grades. Beginning with the seventh grade the plan is slightly different from the preceding grades. The lessons are generally limited to one subject, although there are rarely two problems in succession involving the same principle or requiring the same solution. The number and variety of problems in each subject give sufficient practice for the mastery of that subject. Pupils have frequent practice in making bills, writing receipts, all kinds of promissory notes, drafts, and indorsements, until they become perfectly familiar with those forms. Plenty of oral work is given to train the pupils, so that they will not resort to pencil and paper to solve those problems that they can just as well solve without such assistance. (D. C. Heath & Co., Boston. 85 cents.)

Only those matters pertaining to the health of the household are dealt with in the *Primer of Hygiene*, by Ernest S. Reynolds, M.D., member of the Royal College of Physicians of London. It is a very practical little book, in simple language for the use of the higher grade school children. There are numerous illustrations, besides questions at the end of the chapters. (Macmillan & Co., New York. 35 cents.)

Most schools have no laboratory practice in physics on account of the expensiveness of the apparatus required for much of the experimenting. H. N. Chute, M. S., of the Ann Arbor high school, has endeavored to surmount this difficulty by providing a *Physi-*

cal Laboratory Manual calling for experiments of a simple character, most of the apparatus for which may be constructed by a mechanic, and many even by the boys themselves. His object has been to touch the subject of physics at its chief points and at the same time keep within the mental grasp of students of secondary schools who are expected to pursue this subject. The results to be looked for from this laboratory practice are "the training it gives in attention to details, in the cultivation of accuracy in observing the smallest charges, in the formation of systematic habits of working, in developing the ability to reason back to a general law from a particular set of observations, and in cultivating habits of precise expression of ideas and principles on the pages of the note-book." (D. C. Heath & Co., Boston. 80 cents.)

One of the natural outgrowths of political economy is the science of sociology, in the study of which so many bright minds are now engaged. The colleges are now recognizing its importance by introducing it as a study into the regular curricula. These institutions will find a good text-book in *An Introduction to the Study of Society*, by Albion W. Small, Ph.D., head professor of sociology in the University of Chicago, and George E. Vincent, vice-chancellor of the Chautauqua system of education. As the title indicates it is not intended to be a complete work, but a guide to students who are earnestly pursuing this branch. Nevertheless there is no part of the subject that has not been touched upon. The book furnishes an excellent syllabus for one who desires to make a special study of the science. Book I. treats of the origin and scope of sociology; Book II., of the natural history of a society, viz., the family on the farm, the rural group, the village, and the town and city (having a series of colored maps illustrating the growth from a single family to the city); Book III., of social anatomy; Book IV., of social physiology and pathology, and Book V., of social psychology. It will be seen that the authors have furnished a scientific presentation of the subject. Its use in college and schools of social science and by private students will be extensive. (American Book Co., New York, Cincinnati, and Chicago. \$1.80.)

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A Great English Historian.

James Anthony Froude, the great English historian, died in London on Oct. 20, aged seventy-six. Not long ago a critic said of him: "He is a historical painter and one of the first in this or any other time. In his 'History of England' the men and women of the sixteenth century live again. The blood flows in their veins. Their faces are known to us; their acts, motives, methods, environments are visible or conceivable to him who reads these luminous pages."

The work with which his name is most intimately associated is the "History of England from the Fall of Wolsey to the Death of Elizabeth," in which he strove to upset the former conceptions of Henry VIII.

Froude would have taken orders in the church had not his brother antagonized him by becoming a leader in the high church movement. On the publication of "The Nemesis of Faith" he found himself in open conflict with the university authorities. He promptly showed his independence by resigning a fellowship in Exeter college to which he had been elected at the astonishingly early age of twenty-four. "The Nemesis of Faith" was publicly burned by the authorities of Oxford. Nearly half a century later this wonderful man was established in a high post of honor in that same university, as that successor of his bitterest detractor, the late Prof. Freeman.

In 1872 Froude visited the United States and delivered a series of lectures at Cornell university. He made violent attacks on the Roman Catholic church while here, which were answered by the eloquent Father Tom. Burke.

Among his works in addition to those mentioned are "Life and Letters of Erasmus," "The Spanish Story of the Armada," "The Divorce of Catharine of Aragon," "The English in Ireland in the Eighteenth Century," "Short Studies on Great Subjects," "The Two Chiefs of Dunboy," "Life and Times of Thomas a-Becket," "Caesar," "Life of Luther," "Thomas Carlyle," "Jane Welsh Carlyle," and "The English in the West Indies." His style is simple yet strong. He was a literary artist in the highest sense.



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General Notes.

The November number of *Scribner's Magazine* has for its leading article one of especially timely interest on "Election Night in a Newspaper Office," written by Julian Ralph, one of the New York *Sun's* most valued special correspondents and a newspaper man of wide experience. An article of peculiar interest to articles, especially to the many young women who aspire to study in Paris, is the description of "The American Girls' Art Club in Paris," by Emily M. Aylward. Prof. N. S. Shaler's article on "The Horse," another of his popular papers on Domesticated Animals, tells in an untechnical and thoroughly interesting way of the development of this fine animal, whose many admirable qualities have contributed so much to man's advancement in civilization.

It would be hard to find a science in which pupils will be more interested in if it is properly presented, or that will lead to more satisfactory results than zoology. N. L. Wilson, 170 Tremont street, has a descriptive list that teachers should examine; it is sent free.

"To my mind," says Anna M. Spollen, principal of the McClelland school, Philadelphia, in speaking of Pollard's Synthetic Method of Teaching Reading and Spelling, "it is the greatest need of the age; this power attained by pupils to pronounce new words without the teacher's aid." Prin. E. S. Loomis, of Berea, O., calls it "a key which the learner can use to unlock the storehouse of ideas. Other recommendations as positive as these, from experienced teachers, might be quoted. Teachers interested in the teaching of reading and spelling should examine this system. Pollard's Manual, the teacher's hand-book, will be sent, postpaid for \$1.00, by the Western Publishing House, 363 Dearborn street, Chicago.

It is not often that such a helpful book is published as Waymarks for Teachers, by Sarah L. Arnold, supervisor of primary schools, Minneapolis, Minn. The aims, principles, and plans of every-day teaching are shown, with illustrative lessons. The author is one of the leaders in the educational world—one who has attained remarkable success in practical work, and what she says is authoritative. Until further notice a single copy of the book will be mailed, postage paid, by Silver, Burdett & Co., to any teacher or school officer sending full name, address, and official business and enclosing \$1.00.

The North American Review for November opens with an important and timely article on "The Fight off the Yalu River," by the secretary of the navy, Hon. Hilary A. Herbert. The Japanese minister at Washington, Shushurino Kurino, also furnishes a valuable paper on other phases of "The War in the Orient." Two notable articles on the "Possibilities of an Anglo-American Reunion," written respectively by Captain Alfred T. Mahan, U. S. N., and Captain Lord Charles Beresford, of the Royal navy, are certain to attract wide attention. Under the title of "How a Law is Made," Senator John L. Mitchell, of Wisconsin, furnishes an interesting and instructive article, describing the course of a bill through Congress. "The Business Revival" forms the subject of four papers by the presidents of the chambers of commerce at Boston, Cincinnati, New Orleans, and the president of the merchant's exchange at St. Louis.

Woman in Epigram, is the attractive title of a book compiled by Frederick W. Morton, soon to be published by A. C. McClurg & Co., of Chicago.



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"In the Days of Jeanne d'Arc" is the name of Mrs. Catherwood's new novel now nearly completed for the *Century Magazine*. Mrs. Catherwood has just returned from France, where she has spent months studying the literature of the subject, visiting the scenes of the heroine's life, and working upon the manuscript of her book. This novel is to be brilliantly illustrated, the Franco-American Castaigne having undertaken the work. Castaigne is a profound admirer of the great Jeanne, and familiar with the theater of her deeds.

Houghton, Mifflin & Co., Boston, New York, and Chicago, have recently published as No. 67 of the *Riverside Literature Series* (paper, 15 cents), Shakespeare's "Julius Caesar," especially edited for school use.

Round the Red Lamp, the new book by Dr. A. Conan Doyle, is said to have been received with so much favor that the publishers, D. Appleton & Co., were unable to meet the orders received in the first week.

John Kendrick Bangs' quaint humor is to enliven the pages of *The Ladies' Home Journal* with a series of twelve articles depicting the club talk of four men about women's affairs. Mr. Bangs calls this club "The paradise Club,"—"paradise," he says, "because no women or serpent ever entered into it."

Ginn & Co. have issued *A Primer of Argumentation*, by George Pierce Baker, instructor in English at Harvard university, and non-resident lecturer on argumentation at Wellesley college.

The November *Atlantic* contains an article by Horace E. Scudder, editor of the magazine, upon "The Academic Treatment of English." This article supplements one by the same author in the *Atlantic* for February, upon "The Educational Law of Reading and Writing." These papers are important contributions to the discussion of a question which is of vital interest to all teachers and friends of education.

The Russian cowboy is what Poultney Bigelow calls the Cossack in *Harper's Magazine* for November. In Mr. Bigelow's opinion, the Cossack will not again figure heavily in European warfare. The most picturesque of the czar's soldiers is disappearing, like the cowboy, under the combined influence of discipline and advancing civilization.

An interesting page in *Harper's Weekly* for September 29, is that on which are grouped a number of drawings by Japanese artists. These drawings convey, in the most direct manner, impressions that have been made upon the Japanese mind by episodes of the war in Corea.

Beecham's pills are for biliousness, bilious headache, dyspepsia, heartburn, torpid liver, dizziness, sick headache, bad taste in the mouth, coated tongue, loss of appetite, sallow skin, when caused by constipation; and constipation is the most frequent cause of all of them.

Book free; pills 25c. At drugstores, or write B.F. Allen Co., 365 Canal St., New York.

A wire bound frame and a high grade felt (fast color) are used in the manufacture of the Colored Line Slate by the Hyatt School Slate Co., Bethlehem, Pa. The lines are drawn on the slate by machinery and are regular and straight. This cannot be done by hand with the same degree of accuracy. The lines are filled up with a composition of either a pink or soapstone color, presenting a smooth surface and offering no resistance to the stroke of the pencil.

Many teachers are dissatisfied with their present positions, either because they are not appreciated, or the salary is too small, or for some other reason. They should seek the assistance of some good teachers' agency, for instance, the Bridge Teachers' agency, 110 Tremont street, Boston, and 211 Wabash avenue, Chicago.

Most people want to get as much as possible for the money. That is the reason why so many orders are received by the Great American Tea Co., 33 Vesey street, N. Y. They sell coffee, tea, spices, etc., as cheap or cheaper than they can be purchased elsewhere, and besides give numerous premiums. The thrifty housewife who buys of them will soon have her china closet filled with handsome ware.

The science of chemistry has been of incalculable benefit to humanity, particularly in the preparation of food. Bovinine is one of the food preparations that has met with a great and well deserved success. For adults whose digestive organs have become deranged, and for feeble infants and children, it has scarcely a rival. It builds up bone and muscle, creating new blood daily.

The Prang Educational Company are now publishing a series of reproductions of fine photographs of famous buildings and monuments as aids for teaching art and history. They have just issued the fourth of the series of art educational papers entitled *The Art Idea in Education* and in *Practical Life*, by John S. Clark. Full information regarding these and other publications in art instruction will be gladly furnished by them.

What the pupil learns by his own observation and experience he will remember; mere text-book learning, especially in natural science, is at a discount. In studying physics and chemistry it is better to have apparatus that the pupil can use for himself. Eimer & Amend, 205 Third avenue, New York, will furnish everything necessary for the chemical and physical laboratory. They make glass and metal apparatus to order, according to drawings.

The special points to be noted about Kellogg's Second Book of Physiology and Hygiene are that it teaches things rather than names, brings within the comprehension of the student important facts not generally treated in school physiologies, gives special attention to the effects in the human system of alcohol, narcotics, and other stimulants. This and Kellogg's first book make a very complete course in the subject for schools. They are published by the American Book Co., who also issue *Practical Flora*, by Oliver R. Willis, which gives a new aspect to the subject of botany. The American Book Co., also issue a large number of pamphlets which will be sent free on request. They have a large number and variety of text-books, descriptions of which will be found in their bulletins, circulars, etc.

William Winter's *Life and Art of Joseph Jefferson*, a companion volume to his *Life and Art of Edwin Booth*, will be issued soon by Macmillan & Co.

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The *Critic* of October 13 is a Holmes Memorial number. It contains a biography of Dr. Holmes, a column of recollections by his friend, Dr. E. E. Hale, an "appreciation" by Miss Helen Gray Cone, a full-page portrait of the dead author, a picture of his birthplace and his home in Boston where he died. The poem written by the late James Russell Lowell for *The Critic* celebration of Dr. Holmes' 75th birthday is reprinted, and a fac-simile of a letter from the Autocrat to one of the editors of *The Critic* in answer to an inquiry as to the date of his birth is given.

If out of order use BEECHAM'S PILLS.

My Lady is a story for adults by Miss Marguerite Bouvet, who has already charmed the thousands who have read her favorite children's stories, Sweet William, Prince Tip Top, etc. It will be published by A. C. McClurg & Co., of Chicago.

In the famous Boy Travelers series, Thomas W. Knox has described many lands. But The Boy Travelers in the Levant, just published by Harper & Brothers, is peculiarly alluring; a voyage through the Mediterranean, touching at the most delightful places in the world; a charming journey charmingly described.

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Under the general title of True Pictures Among the Poor there will appear in the November *Scribner's* four short stories contributed by different writers, of actual incidents and scenes that have come under their own observation among the New York poor. The authors are Robert Howard Russell, Edward W. Townsend, William T. Elsing, and James Barnes.

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